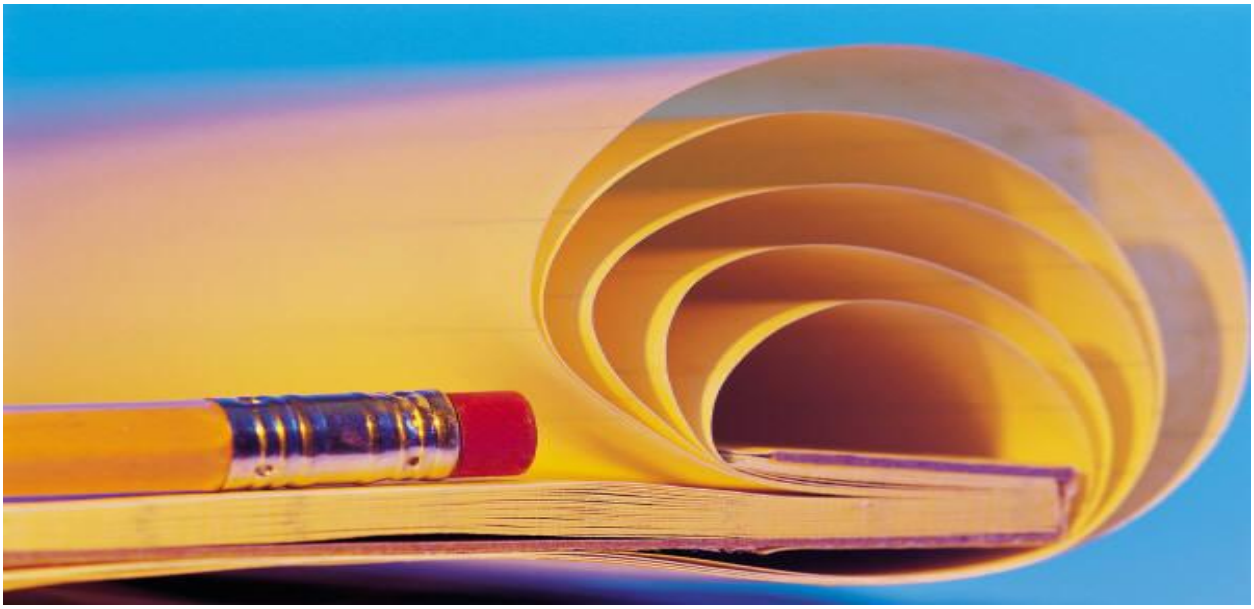
Looking in the Mirror to Improve Practice: A Study of Administrative Licensure and Master's Degree Programs in the State of Indiana



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William R. Black,
Center for Urban and Multicultural Education (CUME)
Indiana University- Indianapolis

Justin Bathon,
Indiana University-Bloomington

Betty Poindexter,
Indiana University-Bloomington

Executive Summary

Over the last two decades, states have implemented standards-based licensure and program approval/accreditation policies in order to improve building level administrator preparation programs. Programs responded by making internal revisions to program content and delivery consistent with these policies. In addition, many educational leadership faculty members continued to generate knowledge about multiple promising and effective approaches to the preparation of school leaders based on the study of effective leadership practices, strategies, and behaviors in schools (Murphy, 2006). Nevertheless, some remain suspect of educational leadership preparation program quality. Critics question the purpose, coherence, and rigor of university-based programs, with some championing alternative means of licensing educational administrators. Other concerns include the overproduction of administratively licensed practitioners, many of whom may have little interest in actively applying for principalship positions, as well as the maintenance and expansion of "low quality" administrator preparation that remain financially attractive to universities (Fordham & Broad Foundation, 2003; Hess, 2003; Hess & Kelly, 2005; Levine, 2005). In the context of external critique and the standards-based policy environment, the educational leadership professoriate, school districts, and state policy actors are expressing greater interest in understanding how educational leadership preparation is occurring across various preparation program contexts. As a result, many educational leadership programs have undertaken new efforts to examine their own program's efficacy at preparing school leaders who are capable of leading schools where all students can be

successful (McCarthy, 2005; Orr & Pounder, 2006; Murphy, 2002, 2006; Young, Peterson, & Short, 2002). Other states have sought new approaches to monitoring, accrediting, and supporting educational leadership preparation programs (Fry, O'Neill, Bottoms, 2006; LeTendre, Barbour, & Miles, 2005). In this vein, this report provides a baseline for initial evaluation of building level administrator preparation and suggests further action at both the state and program levels.

Indiana has taken a lead role in improving the quality of building-level administrator leadership through multiple initiatives. The state has already invested in its educational leaders through the development of the Indiana Professional Leadership Academy, the Indiana Promise Consortium, the passage of Building-Level Administrator Standards, and multiple other initiatives. Indiana is also one of 15 states funded through the Wallace Foundation's State Action for Educational Leadership Project (SAELP) initiative that aims to retrain current leadership, recruit effective new candidates, and improve the practicing conditions of principals and superintendents. It is within this history of support for leadership development that the Indiana Department of Education's, Center for School Improvement and Performance, funded this study of the 17 Indiana Division of Professional Standards approved building-level leadership preparation programs in Indiana. The Indiana Building-Level Leadership Preparation Study was initiated with four objectives in mind:

1. *To comprehensively describe the state of educational leadership preparation in the state of Indiana.*
2. *To report on national level efforts and methods utilized to evaluate and improve educational leadership preparation.*
3. *To provide data that will inform policy decisions made at the state level as to (1) how programs are approved/accredited to offer licensure and master's degree programs in Indiana and (2) how approved/accredited programs in Indiana are held accountable for delivering the program submitted to the State for approval/accreditation.*

4. *To provide data to colleges and universities now providing licensure and master's degree programs in Indiana that will inform their program development and operational procedures.*

It is important to note that this report only covers licensure-only and Masters plus licensure programs that lead to individuals' obtaining their Indiana building-level administrator license.

Building-Level Administrator program completers: State-level trends in production and placement

In the report, we present trend data on individuals who obtained initial building-level administrator licenses in the state of Indiana over a five-year period (2001-2005). We examined statewide, regional, and institutional licensure production trends. Through communications with the Indiana Division of Professional Standards (IDPS), it was determined that information could be cross-referenced between databases at the IDPS and the Indiana Department of Education's K-12 School Data. This cross-referencing of data allowed the researchers to use a snapshot date (October 31, 2005) and tie individual licensure granting institutions to specific program graduates. Then we further disaggregated each institution's licensed program completers by career outcome, regional placement, gender, and race.

Production

In Indiana, from 2001 to the present, there has been a rise in approved preparation programs from 10 programs to 17. Concurrently, the number of building-level administrative licenses granted in Indiana rose from 368 in 2001 to 435 in 2005 (an 18.2% increase). Yet, the total number of employed school administrators in the state of Indiana has remained relatively constant, growing very slightly from 3,147 in 1998 to 3,312 in the 2005-2006 school year (representing less than 5% growth).

While more programs have been approved, there has been a trend towards fewer programs accounting for a larger percentage of licensure production. In 2005, three programs,

Indiana Wesleyan (22%), Ball State (18%), and Indiana State (10%); produced exactly half of all initially licensed building-level administrators in the state. Another nine programs produced 47% of initial building level licenses. Five remaining programs, which recently began cohorts or produce administrators for other states, prepared 2% of individuals obtaining initial building level administrator licenses in 2005. From 2001 to 2005, the number of building-level administrative licenses granted grew from 368 to 435, a growth of 87 licenses. During this time period, Indiana Wesleyan grew from 0 in 2001 to 97 in 2005 and Ball State grew from 40 to 80 licenses, an addition of 137 licenses between the two programs. This translates to a reduction of 50 licensed program completers attending the remaining programs.

The majority of production (60%) across the five years occurred in institutions located in central Indiana. During the five year period we examined, 51% of all individuals obtaining building-level administrative licenses were female, while 49% were male. Yet, in Indiana during the 2005-2006 school year, only 39% of presently employed administrators were women. For the five year period of examination, programs produced initially licensed building administrators that were 91.3% White, 7.8% Black, and 1% other minority. However, minority representation in building level administrator programs compares favorably with the teaching force in Indiana, which during the 2005-2005 school year, was only 5.5% minority. In contrast, during the 2005-2006 school year, the Indiana student population was 78% White, 12% Black, and 6% Latino.

Placement

We examined placement in administrative positions through an analysis of program completers who received initial building-level administrative licenses from October, 2001 to October, 2005. Taking a snapshot date of October 31, 2005 we found that 53% of 2001-2005 completers found administrative positions (833), whereas 47% (726) did not. Of those that did

get placed, 42% worked as administrators at the elementary level, 27% junior high/middle school level, and 31% at the high school level. Forty-five percent of those placed in administrative positions were placed at the principal level and 55% at the assistant principal level.

Consistent with national literature that indicates that the majority of educational leadership preparation programs prepare their graduates for work in districts in close proximity to the preparation programs, we found that most programs placed graduates in school corporations that are in close proximity to their institution. A notable exception was Indiana Wesleyan, which tends to function as a statewide program. There are significant differences in urban to rural placement rates across programs, with Ball State placing more graduates in rural areas, and Butler, IU-Core Campus, and IU-Northwest placing disproportionate amount of candidates in urban areas.

There is disparity in placement at the state level, as 64% of males in the sample obtained administrative positions, while 51% of females similarly licensed between October, 2001 and October, 2005 were placed in administrative positions as of October, 2005. Generally, programs place men more frequently than women, with only one program demonstrating equal placement rates. For those placed in administrative positions, 40% of placed males (n=197) are principals and 60% of placed males are assistant principals (n=290). By contrast, 51% of placed females (n=207) are principals and 49% (n=199) are assistant principals. Thus, the numbers of men and women program completers who are principals are roughly equivalent (197-207), but there is a large discrepancy in placement of men and women at the assistant principal level, as many more men (290) have been placed than women (199). At the elementary level, where there was a total of 368 assistant and principal placements, a 2 to 1 placement disparity emerged, with women occupying 63.5% of the positions and men occupying 36.4% of the positions. Similarly, of the

241 Middle or Junior High placements, 6 out of 10 were men. At the high school level, the male placement advantage is even more marked, as 3 out 4 (74.8%) of the 274 individuals placed as administrators were men. We also found that 58% of licensed White completers (n=1, 423) from 2001-2005 found administrative positions, while 48% of licensed Black completers (n=121) were administrators as of October 31, 2005, compared to 54% of licensed Latino completers (n=13). Overall, for the five year period studied, the number of initially licensed program completers who are minority and placed is small (n=136).

Program Characteristics

The project team developed and disseminated a program narrative research instrument designed to gather information on all building-level licensure and Masters plus licensure preparation programs. Through multiple collaborative efforts, all 17 accredited building-level administrator programs returned narrative instruments and supporting documentation (over 1500 pages). The topical areas covered in the program narrative instrument are: Rationale, Leadership Standards, Program Structural Elements, Candidate Admission, Candidate Assessment, Program Curriculum and Curriculum Sequence, Teaching Methods and Pedagogical Approaches, Program Evaluation and Continuing Assessment, Program Field Experiences, Program Recruitment Strategies, Program Faculty, Program Strengths and Limitations, and Distinctive Program Elements. The submissions varied widely in depth and the report authors used Division of Professional Standards review and initial program approval documents, as well as the programs' websites to triangulate submitted documentation. A summary of findings from each of the topical areas follows.

Rationale. The reported rationales and missions of each of the 17 approved programs reflect the varied purposes of the institutions that offer building-level administrative licensure. The

standards-based theme of knowledge and dispositions for school leaders was frequently mentioned, as was service to the surrounding schools. Nearly all programs stressed the development of value-centered leadership, while numerous programs highlighted Christian-based perspectives for school leaders.

Leadership Standards. All programs report adhering to Indiana Division of Professional Standards building-level administrator standards. The evidence provided of standards alignment was program matrices and selected syllabi submitted by most programs. Several programs indicated that the standards functioned as the curriculum.

Program Structural Elements. Most building-level preparation programs (76%) offer both licensure and licensure accompanied with a Master's degree. The number of credit hours required in licensure-only programs of study range from 24-37, while the number of credit hours programs require for master's degree ranges from 36-42 hours. The shortest identified time to program completion is 14 months while the longest time to program completion stretches to 60 months. The majority of programs arranged students in cohorts. We found that not only are more women enrolling in building-level leadership programs than men, but of the persons who enroll, more women complete the program. By the time students are finishing their programs, there is a clear majority of women earning their initial building administrator license (55% women to 45% men). The statewide percentage of minority enrollees is around 8% and the minority candidate program completion rate is lower than the majority (white) completion rate.

Candidate Admission. The statewide composite average GPA for admission to all (licensure and Masters plus licensure) building-level leadership programs is 2.82; the composite mode GPA is 3.0. Combining licensure-only and Masters plus licensure programs and tracks, only seven of the seventeen reporting programs require a score on the Graduate Records Examination (GRE) to

gain admission. For those programs requiring the GRE, the statewide average minimum score is 837.5. The acceptance rates for programs across the state are very high, in most cases over 95%. The statewide average program acceptance rate is 93% of applicants. In nearly a third of building-level leadership programs statewide, every applicant that applies is accepted. Further, in four out of five programs, nine out of ten applicants are accepted.

Candidate Assessment. The majority of programs structure their assessment of student progress as a three stage process. The first assessment of a student occurs as the gateway process for admission, while the second stage primarily occurs as a midpoint assessment tied to entrance or exit from the practicum. The final assessment point occurs at the termination of the building administrator program when typically students turn in a portfolio, demonstrate a minimum grade point average, and are expected to take and pass the School Leaders Licensure Assessment (SLLA). The majority of programs utilize class grades/assignments and portfolios as their primary means for candidate assessment at the program level. From the data submitted, a handful of programs use distinct and more comprehensive selection and assessment procedures. However, the majority of programs seemed to simply meet minimum accreditation standards and there was not great variability between programs. For the 10 programs that did report the SLLA as an assessment tool used by their program, there was an extremely high passage rate over the last two years, with the lowest program-level student passage rate for any one-year period being 96%. Eight of the ten programs reported passage rates of 100% for the two-year period. The virtual 100% passage rate of the SLLA raises questions as to the validity of the usage of the SLLA as a robust method of summative and formative program evaluation. Whereas only half of the programs reported tracking graduates, programs did report interest in establishing tracking

methods that would assess the graduate/completers' impact on student learning and school reform.

Program Curriculum and Curriculum Sequence. Partially as a result of programs' attempts to align building-level administrator preparation to the Indiana standards, six to eight core classes and a handful of unique supplemental courses are featured across most programs in the state. These courses include educational leadership, school law, the principalship, curriculum, school-community relations, and the internship or practicum. Fewer than half of the programs in Indiana offer electives of any sort. Most programs in Indiana have a predetermined course sequence program candidates are required to follow, which is consistent with cohort models. In slightly more than half of programs the course instructor develops the course syllabi without a predetermined syllabus template. An additional five programs encourage course instructors to construct their own syllabus within the guidelines of a predetermined course template. Review of syllabi indicated that instructional leadership was addressed in a significant minority of classes, while issues of diversity and cultural competence were generally not addressed except in school-community relations courses.

Teaching Methods and Pedagogical Approaches. Methods of instruction do not appear to vary widely across programs in Indiana, although there is a significant variation in use of technology and distance learning both within and amongst programs. Instructors most frequently utilize problem-based learning, case studies, and extended class discussion, as over half of the programs reported consistent use of these methods. The use of field-based approaches is not tied to a single course, as in many programs field-based activities run throughout the program. While the majority of courses are still offered on university campuses, there is a trend toward offering instruction off-site. Half of the programs in Indiana and all of the larger programs offered

instruction in their building-level administrator programs in other school or community settings, or via online delivery systems. These approaches should continue to grow as they potentially expand individual programs' reach, are often cost effective, and provide convenient modes of delivery for busy students.

Program Evaluation and Continuing Assessment. Based on narrative inquiry responses, program review processes are varied across program contexts. How programs use the state's Unit Assessment System (UAS) and National Council for the Accreditation of Teacher Education (NCATE) evaluation and assessment processes for formative, ongoing self-evaluation appears inconsistent. Programs that responded to using the UAS process as a program evaluation and improvement tool indicated that their primary use of the UAS process was at the school of education level, and not at the departmental or building-level administrator program level. Classroom assessments are often positioned as both a candidate assessment technique and as an evaluation of program articulation to the standards. Six programs identified either an oversight committee or an oversight coordinator who reviews program data on an annual basis. The other program assessment and evaluation tools used by less than half of the programs are program exit and alumni surveys.

Program Field Experiences. All programs (17) reported an internship or practicum as the primary field based experience. Two programs reported that their primary field-based experience was embedded throughout the program and these programs did not have a specific course for the primary field based experience. Nevertheless, we found that the internship/practicum course (3 or 6 credit hours) is the primary field-based experience. Six programs indicated that a formalized relationship existed with nearby school districts that served to place candidates in field based experiences. Most often, the primary field-based experience is scheduled near the end of a

candidate's program, course credit is given for the primary field-based experience, candidates arrange for their placement at a school or schools, and candidates are often able to complete the field-based experience in their home schools while still working full time as teachers. There is notable variation in the number of contact hours the candidates spend in the field. The programs with the highest number of contact hours (300 hours) had five times as many contact hours as the program with the fewest number of contact hours (60). The norm for programs in the state is between 100 and 150 contact hours. However, most programs strive to be "field-based" and weave additional field based experiences into their program curriculum.

Program Recruitment Strategies. Programs attempt to recruit potential students in three primary ways: word of mouth, brochures, and websites. Five programs, or just under 30% of Indiana building-level administrator programs, reported formal linkages with one or more school corporation.

Program Faculty. There are 164 faculty members teaching in building-level administrative programs in Indiana. In sum, 84% of the building-level administrator faculty in Indiana holds a doctoral level degree. Of these, roughly half (79 people or 48%) are adjunct faculty, with half (80 people or 49%) of the total faculty listed as part-time faculty. If split-time faculty (less than full-time line to building-level leadership program) are added to this total, nearly two-thirds (65%) of the faculty devoted to preparing building-level leaders in Indiana are not full-time faculty. The use of part-time adjunct faculty indicates a connection to the "field" of practicing or just retired school administrators, and a recent study of innovative programs (LaPointe & Davis, 2006) suggests that experienced adjunct faculty positively impact student learning outcomes. Additionally, leadership preparation faculty in Indiana has large amounts of experience in schools, particularly at the ranks of the principalship and the superintendency. However, the high

percentage of adjunct faculty raises questions around program coherence, research-based teaching, and program capacity for quality assessment, reflection, and improvement. That only 20% of the faculty teaching in the programs is tenure line faculty solely devoted to the leadership program may be another area for concern. In the 17 programs accredited in the state of Indiana, only 21 full-time tenure track or clinical faculty members are employed at the assistant and associate professorship level. The large state universities far exceeded the small private universities and mid-size to small public universities in terms of publication activity. In particular, two program's publication production exceeded the combined total of the rest of the state. Faculty is 80% male and 93% White. Of the total minority faculty reported for the state of Indiana, nine are African American, two are Latino and four are Native American.

Policy Implications

The portrait of the state of Indiana leadership preparation that emerges from this report reveals strengths amongst many programs, particularly in the areas of faculty experience, differentiated missions and choice for students, ease of access to programs, and use of varied and applied pedagogical approaches, to name a few. While programs consistently adhere to the Indiana Building Level Administrator Standards, we found variation in the 17 approved programs' missions, approaches and program characteristics, production and placement trends, and efforts to assess program quality. Some programs appear to carefully attend to local needs and quality concerns, while others appear to emphasize offering pathways to administrative licensure that are convenient to students, whether it is in terms of cost, time, location, or distinct program niche or orientation. A large unanswered question, which both the state and programs themselves should further evaluate, is the relationship between program recruitment and selection, program content and delivery characteristics, and candidates' performance on the

SLLA and other benchmarks of quality, and short-term job attainment. Longer-term study would examine the relationship between leadership preparation and effectiveness with school reform over a period of 3-5 years. These evaluative efforts cannot be done by programs or the state alone, but require coordinated efforts.

These concerns have national import, but are also particular to the state of Indiana, which may fairly be characterized as experiencing an overproduction of individuals with building-level administrator licenses. Currently, the state is excelling in quantity and leaving it up to districts to determine quality through their hiring and interview protocols, as individuals emerge from programs of varying quality as evidenced in areas such program content, faculty expertise, and rigor and depth of the internship experience. With the exception of one program, there is in effect an open door policy to licensure in the state of Indiana: virtually all students who apply to an expanded number of accredited programs are admitted and virtually every single one of those students will finish the program and pass the state licensure examination. This suggests a lack of selection and discernment among candidates as they enter and complete programs. A paucity of indicators of preparation quality exists when multiple indicators are warranted, given the complexity of the preparation landscape, which is intimately tied to a variety of program missions, school district needs, and desired leadership outcomes in the state. As a result, the numbers of licensed building level administrators in Indiana have risen significantly over the last six years, while the amount of available positions has grown at a much more torpid rate. Not alone among states in this respect, approximately half of the licensed administrators in Indiana find positions as administrators in the one to five year period after completion of their preparation program. It is imperative for Indiana's building-level leadership programs to exercise greater control over the efficacy of candidate selection, program content and delivery,

and assessment of their licensed graduates/completers' job attainment rates and longer term capacity to lead school improvement efforts. These efforts should engender greater levels of confidence from the various publics the programs serve.

The descriptive analysis in this report portrays a landscape for principal preparation that does have implications for state-level policy and program level policy action. While increased direct regulation of multiple aspects of programs is not an advisable option at this time because of capacity and reliability concerns, there are several actions the state, programs, and a consortium of Indiana Educational Leadership programs should consider in order to improve the education of future school leaders. These are listed below and discussed in section 7 of this report.

State Level Policy Implications

- *Require national external review of any proposed new preparation program. The information we collected strongly suggests that there is an overproduction of individuals with building level administrator licenses.*

- *Direct resources towards evaluating the quality and impact of existing programs. Building from the data presented in this report, the state should fund an in-depth quality program review that includes a survey of graduates/completers. This data can be used to upgrade quality at each program and to help determine the viability of each program.*

- *Conduct a parallel "mapping" study of Ed.D. and Ph.D. Educational Leadership programs in order to provide a comprehensive portrait of educational leadership preparation in the state.*

- *Provide professors in educational leadership with professional development in the area of program development and enhancement. This could be structured through a collaborative Indiana Educational Leadership Consortium, which can also provide leadership to programs in areas of assessment and policy.*

- *Make the SLLA more useful. Currently, the SLLA does not sufficiently differentiate between candidates, nor does it provide formative information to the preparation programs themselves. The cut score should be re-set to ensure some level of candidate differentiation. More finely detailed SLLA results, broken down by candidates' performance across content standards, should be sent to programs for formative evaluation purposes.*

- *Conduct all NCATE program reviews through the Specialized Program Area Professional Organization (SPA) for educational leadership, the Educational Leadership Constituent Council (ELCC). In recent history, all programs have passed review through the UAS (Unit Assessment System) and NCATE review process, which has encouraged, but not required SPA review.*

- *Add program accreditation standards with accompanying criteria:*

    - *70% of completers who find administrative positions within 5 years*
    - *Successful completion of ELCC review under NCATE*
    - *90% pass rate on the SLLA*

- *Integrate licensure and placement data and monitor institutional placement rates among administrative candidates by institution. The IDOE should generate reports that are sent annually to educational leadership preparation programs, principal associations, and superintendent associations. Subsequently, programs should be required to display administrative placement rates, ELCC review information, and SLLA passage rates on their websites.*

- *Require a 500 hour clinical dimension to preparation programs, at least 300 hours of which must be in an internship that includes students spending ¼ of their time for an academic year or ½ their time for a semester in an intense internship experience. This requires increased opportunities for financial support for internships, including a commitment of district of in kind resources (release time) to support administrative candidates and the establishment of scholarships and stipends for short-term internship options.*

- *Fund a cross program cooperative internship based experience program in collaboration with 1-2 districts.*

- *Encourage minority recruitment and placement. The state should create and fund a minority scholarship program that covers all expenses of up to 20 candidates per year in return for a commitment to work in Indiana for five years as a school administrator.*

- *Provide support for program self-assessment, including multiple program graduate outcome studies carried out by program representatives and stakeholders involved in an Indiana Educational Leadership Consortium. These efforts can inform the development of multiple indicators of program quality*

Program Level Policy Implications

- *Continue to seek mission differentiation and program coherence.*

- *Increase formative use of data, including surveying and tracking completers over time.*

- *Engage in explicit efforts to boost diverse student enrollment and extend curricular attention to issues of culture and equity.*

- *Maximize the use of full-time faculty and plan for the use of adjunct faculty in ways that enhances program coherence. Programs should report publicly the percentage of instruction delivered by part-time versus full-time faculty.*

- *Establish rigorous recruitment, selection, internship, and assessment systems related to desired leadership outcomes. Preparation should also be assessed in light of local needs and conditions.*

- *Work with districts to limit student self-selection of internship experiences and to provide robust clinical experiences in multiple sites.*

- *Carefully establish teacher leadership programs, with incentives provided by districts and the state for priority areas such as math, special education, small high school reform, literacy leadership, English Language Learners, etc. A portion of coursework towards administrative licensure could be incorporated into the teacher leadership program.*

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Appendices

Foreword

For some 25 years now, ever since the work of and around the National Commission on Excellence in Educational Administration in the mid 1980s, institutions that educate school leaders have been exhorted to strengthen their preparation programs. Almost all the early critique and calls for change came from colleagues inside the profession. More recently, those analyses are being resurfaced by reform activists outside the educational leadership family. During all of this time, however, we have had very little information about what our preparation programs look like. No national study has been conducted since the classic analysis by Paula Silver and Dennis Spuck in the mid 1970s under the sponsorship of the University Council for Educational Administration. Into this void tred William Black and his team. In so doing, they provide a significant service to educators and policy makers in Indiana and throughout the nation. For the first time in decades, we know what school leader preparation looks like. There is a ground for rebuilding initial training programs. For that, all of us are in their debt. Equally important, Bill and his associates provide the ground for developing policies in support of strengthening quality education for prospective school leaders. Again, a major push forward for school administration, one that leaves the profession collectively in their debt.

In short, Bill Black and his team have undertaken a massive assignment and completed their task with great success, i.e., in a rigorous manner with a quality outcome. In so doing, they have revealed threads in the fabric of school leadership preparation that for too long have been indistinct or invisible. In the process, they provide the type of platform for improvement that we rarely see in our field, one that augurs well for educators and policy makers in Indiana and for colleagues throughout the country.

Joseph Murphy, Ph.D.
Vanderbilt University

Indiana's Department of Education is to be commended for commissioning a study of its school leadership preparation programs. Few states have embraced a statewide analysis of administrator preparation in spite of some of the pressing leadership capacity and effectiveness issues currently facing today's schools. This study, headed by William Black and his colleagues from Indiana University, offers a profile of the 17 administrator preparation programs in the state, including:

1. the number and demographic characteristics of administrators prepared annually in each preparation program, revealing that almost one-third of the programs collectively prepare only a tiny fraction of the total number of administrative licensees each year; whereas one or more relatively new programs have dramatically increased their administrator production in recent years;
2. placement data patterns for administrative licensees, revealing, among other things, continued over-representation of male graduates and under-representation of female graduates placed in administrative roles --- particularly secondary education leadership positions;
3. the standards and practices utilized in program development and program evaluation and assessment, revealing limited oversight or quality control;
4. the programs' designs --- including structural elements, curriculum requirements, and pedagogical approaches, revealing extremely limited internship requirements and experiences in some programs;
5. administrator candidate recruitment, admission, and assessment practices and standards, revealing open, non-selective admissions in several programs;
6. the programs' capacity for program delivery, including faculty qualifications, revealing a strong (or arguably excessive) reliance on adjunct faculty in some programs which may limit program coherence and continuity; and
7. notable strengths, weaknesses, or distinctive elements of the respective preparation programs.

The report concludes with many valuable recommendations and implications – for Indiana's Department of Education and state policy-makers, for administrator preparation programs, and even for Indiana school districts (particularly with respect to hiring practices and internship support). Perhaps the most encouraging implication of this study is that Indiana and its relevant school leadership constituent groups are now armed with solid data to support the implementation of multiple policy and practice reforms that promise to enhance the leadership capacity and effectiveness of Indiana schools.

I applaud Indiana's initiative and foresight to commission such a study, and I applaud Dr. Black and his colleagues for conducting a thorough 'state of school leadership preparation' study that promises to serve as a model for other states.

Diana G. Pounder, Ph.D.
University of Utah

Acknowledgements

This report is the result of a statewide collaborative effort between the researchers, consultants, professors and representatives from the Indiana Department of Education. While they are not responsible for the content of this final report, as that is the responsibility of the primary authors, they were integral to bringing the project to its fruition. As such, we would like to extend our appreciation to multiple people who were integral to the completion of this report.

First and foremost, we wish to acknowledge the contribution of representatives from all seventeen state-accredited programs who responded to our program narrative requests and submitted supporting documentation. This project captured self-reported, program level information from a full sample (n=17) of accredited programs. Although other state groups have attempted this type of work, the extensive nature of the program narrative and documentation (over 1500 pages) and the complexity of collecting, describing and analyzing data from such a large sample of programs represents a unique effort on the national stage. This report could not have been completed without a significant expenditure of time from a number of individuals at each of the seventeen institutions. This full response rate reflects the state's educational leadership professoriate's collective desire to understand and reflectively examine their practice. In particular, we would like to thank the following individuals for responding to our Spring, 2006 request to collect program-level data and report a wide range of program characteristics in guided narrative responses:

Anderson University: Gary Robinson
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Indiana State University: Steve Greunert
Indiana Wesleyan University: Bill Roberson
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University of Indianapolis: Chris Himsel, John Somers, and Colleen McCoy Cejka
University of Notre Dame: Paige Smith
University of Southern Indiana: Michael Slavkin

Collaboration also extended to analysis of disidentified program narratives and supporting documents. Participating professors/analysts met in Indianapolis on June 14 & 15, 2006 where they discussed issues around building-level preparation and subsequently received guidance on analysis of program narratives. These professors completed their analysis and submitted them to the principal investigator. Participating professors included: Chris Himsel- University of Indianapolis; Jeff Peck- Bethel College; Terry McDaniel- Ball State University; Vernon Smith- Indiana University Northwest; Pam Frampton-Purdue University Calumet; Gary Robinson- Anderson University; Robin Fankhauser- IU-Southeast; and Deb Lecklider- Butler University. Subsequently in August, Bill Black, Justin Bathon, Betty Poindexter, Robin Fankhauser, Chris Himsel, Terry McDaniel, Vernon Smith, and Gary Robinson presented initial analysis and a collective description of the study process at the *National Council of Professors of Educational Administration Annual Conference* in Lexington, Kentucky. These colleagues were also provided the opportunity to provide feedback on sections of the report. This work has germinated discussions around a future in which a consortium of Indiana-based leadership professors reflect and "look in the mirror" at improving their own practice.

We also wish to thank others whose help and support was central to the completion of this project. First, we would like to acknowledge Suellen Reed, Phyllis Land Usher, the Indiana Department of Education and the Wallace Foundation for their support of the study. In particular, Indiana Department of Education's Division of Professional Standards staff was helpful in guiding our efforts. Mary Glenn Rinne provided information on accreditation and approval processes and access to select program approval and review narrative documents. Shawn Sriver and Brian Creighton were instrumental in providing the data that informed our analysis in Section 3.

Consultants Joseph Murphy from Vanderbilt University and Diana Pounder from the University of Utah provided valuable perspectives and suggestions on research design and policy implications. Additionally, Terry Orr from Bank Street College and chair of the UCEA/AERA Taskforce on Evaluating Leadership Preparation Programs provided insight and support for our work. Gerardo Lopez, Khaula Murtadha, Martha McCarthy, Phyllis Amick, Rob Toutkoushian, and Leonard Burrello from the Indiana University core campus educational leadership program also contributed their knowledge and personal support to us. At different junctures, IUPUI Center for Urban and Multicultural Education Graduate Students Amy Abell and Brandon Schmitt provided support in organization of data.

We hope our effort contributes to a deeper understanding of principal preparation in the state of Indiana and catalyzes future collaborative work that improves the preparation of educational leaders. Ultimately, these collective efforts should serve the leadership efforts around school communities and improve the opportunities to learn for the children of Indiana.

William R. Black- Indiana University-Indianapolis, Principal Investigator
Justin Bathon-Indiana University-Bloomington
Betty Poindexter- Indiana University-Bloomington

1. Introduction, Purpose, and Overview

Introduction

Over the past decade, the preparation of school leaders has become an area of increased interest at the state and national level as policy makers, funders, and researchers have expressed interest in enhancing leadership capacity in schools. Significant attention has focused on the need to train and develop educational leaders capable of guiding school improvement efforts in an age of heightened performance accountability demands and increased job complexity. This concern with the efficacy of leadership preparation, primarily at the level of the building administrator, surfaces from the growing consensus that effective school-level leadership is central to educational improvement and reform (Educational Research Service, 2000; Farkas, Johnson, & Foley, 2003; Hallinger & Heck, 1998; Waters, Marzano, & McNulty, 2003). As evidence emerges that strongly suggests that effective leadership practices are central to facilitating and sustaining school reform, the recruitment, preparation, retention, evaluation, and ongoing development of school leaders is seen as a crucial means of building capacity to successfully improve schools (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005; Leithwood, Lewis, Anderson, Wahlstrom, 2004; Leithwood, Seashore-Lewis, Anderson, & Wahlstrom, 2005; Orr & Pounder, 2006). In particular, concern for the development of school leaders capable of leading reform and increasing learning outcomes for all students is evidenced in state-level educational policy deliberations (McCarthy, 2005), and Wallace Foundation funded multi-state initiatives and studies (Fry, O'Neil, & Bottoms, 2006; Wallace Foundation, 2005). Additionally, members

from the primary professional organizations in the field, the University Council for Educational Administration (UCEA) and the National Council of Professors of Educational Administration (NCPEA) have produced much reflective commentary and ongoing self-critique as members of the organizations expand their interest in measuring program outcomes of the nearly 500 principal preparation programs in the country (Black & Murtadha, 2006; Cambron-McCabe, 2002; Creighton & Jones, 2001; Murphy, 2002, 2006; Orr, 2006a; Pounder &Crow, 2005; Pounder, Reitzug, & Young, 2002; Young & Peterson, 2002).

Purpose

Indiana has already invested in its educational leaders through the development of the Indiana Professional Leadership Academy, the Indiana Promise Consortium, the passage of Building-Level Administrator Standards, and multiple other initiatives. Indiana is also one of 15 states funded through the Wallace Foundation's State Action for Educational Leadership Project (SAELP) initiative that aimed to retrain current leadership, recruit effective new candidates, and improve the practicing conditions of principals and superintendents. It is within this history of support for leadership development that the Indiana Department of Education's, Center for School Improvement and Performance, funded this study of the 17 Indiana Division of Professional Standards approved building-level leadership preparation programs in Indiana. The Indiana Building-Level Leadership Preparation Study was initiated with four objectives in mind:

1. *To comprehensively describe the state of educational leadership preparation in the state of Indiana.*
2. *To report on national level efforts and methods utilized to evaluate and improve educational leadership preparation.*
3. *To provide data that will inform policy decisions made at the state level as to (1) how programs are approved/accredited to offer licensure and master's*

degree programs in Indiana and (2) how approved/accredited programs in Indiana are held accountable for delivering the program submitted to the State for approval/accreditation.

4. *To provide data to colleges and universities now providing licensure and master's degree programs in Indiana that will inform their program development and operational procedures.*

It is important to note that this report only covers licensure-only and Masters plus licensure programs that lead to individuals obtaining their Indiana building-level administrator license. Leading the investigation were: William Black of Indiana University-Indianapolis (IUPUI), who served as the principal investigator and author; Betty Poindexter of Indiana University-Bloomington, who served as the project coordinator; and graduate student Justin Bathon of Indiana University-Bloomington, who was a lead partner in the study and contributed to all phases of the study.

Overview and structure of the report

Often knowledge of how programs are approved/accredited to offer licensure and master's degree programs and how accredited programs are held accountable for delivering the program submitted to the State for approval/accreditation is sought only by select individuals within programs for whom there is an immediate need. We discuss the approval and ongoing program evaluation processes in the state in order to share the processes more widely. Whereas we do not make recommendations about these specific processes and decisions within institutions, the findings of the study inform debate on how best to approve and evaluate programs and carry state and program level policy implications.

A marker of a fully developed profession is a willingness and capacity to self-regulate and improve practice with data and a deep understanding of the distinctive, or signature,

characteristics of the field (Schulman, 2005). This report does provide data to colleges and universities now providing licensure and master's degree programs in Indiana that should inform their program development and operational procedures. In addition, this data was not simply gathered and disseminated, but also was part of a signature process of looking in the mirror at our own practice and planting the seed for further collective deliberation on how to improve practice across the entire state of Indiana. For the past year, 2005-2006, educational leadership faculty representatives from all 17 state-accredited building-level administrator preparation programs in Indiana have collaborated, in various ways, in a statewide investigation of principal leadership preparation. To engage in such research new instruments were written, new alliances were formed, and representatives from all approved principal preparation programs in the state collected information on program characteristics. Although we found that programs remain significantly differentiated across features such as rationale, size, recency, faculty composition, course structure and curriculum, field experiences, and teaching methods, many program representatives are interested in looking at program characteristics collaboratively as well as individually in order to learn from best practices and challenges encountered by colleagues.

The report is composed of 7 sections, including this introductory section. In Section 2, the research design is introduced. A brief review of relevant national principal preparation programs, evaluation, and licensure literature is then presented in Section 3. We then provide information on previous work in Indiana and review Indiana licensure processes and educational leadership program approval and review in Section 4. This section incorporates insights from a systematic review of publicly available documents- including program review, accreditation, and approval processes and reports. The presentation and analysis of collected state and program-level data constitute the remaining three sections of the report.

In Section 5, we present five-year trend data on initial building-level administrator licensure, including the number of licensures per approved institution. Through communications with the Indiana Division of Professional Standards (IDPS), it was determined that information could be cross referenced between databases at the IDPS and the Indiana Department of Education's School-Based Data. This cross-referencing of data allowed the researchers in this study to use a snapshot date (October 31, 2005) and tie licensure granting institutions to specific program graduates. Subsequently, we disaggregated the graduates by gender, race, career outcomes as of that date, and geographical location categories (urban, rural, etc.). In Section 5, programs are identified specifically by name.

In Section 6, we look inside of programs and describe multiple program characteristics. In attempting to describe the "state of the state" of building-level administrator preparation programs in Indiana, we needed to develop a means of capturing program structures, activities, and characteristics. The project team developed and disseminated a program narrative research instrument designed to gather both descriptive and narrative information on all building-level licensure and Masters plus licensure preparation programs (attached as Appendix B). The program narrative content and structure design was the result of a review of educational leadership program content and evaluation literature, as well as meetings with national consultants Joseph Murphy and Diana Pounder and representatives of other Indiana principal preparation programs conducted in the Fall of 2005, and early 2006. The Indiana program narrative was finalized, after multiple drafts, and sent to Educational Leadership program chairs and College of Education Deans. The topical areas covered in the program narrative are:

A. Rationale
B. Leadership Standards
C. Program Structural Elements
D. Candidate Admission

E. Candidate Assessment
F. Program Curriculum and Curriculum Sequence
G. Teaching Methods and Pedagogical Approaches
H. Program Evaluation and Continuing Assessment
I. Program Field Experiences
J. Program Recruitment Strategies
K. Program Faculty
L. Program Strengths and Limitations
M. Distinctive Program Elements

Within each of these topical areas, sub-questions guided the responses from each of the 17 building-level administrator programs, as well as requests for confirmatory evidence. The analysis of program characteristics emerged from this data and is presented in subsections that reflect each of the program areas, except for program strengths and limitations and distinctive program elements, which are incorporated into the final analysis section. Section 6 also includes some descriptive analysis of program areas conducted by seven professors at other Indiana building-level administrator preparation programs. In this section, programs are identified by randomly assigned numbers, rather than their proper name as we present state-level trends and do not evaluate individual programs, as that is beyond the scope of this study.

In the final section, implications for policy and further study are put forth. These recommendations were generated by the project team in consultation with Joseph Murphy and Diana Pounder. Our external consultants provided specific recommendations that are incorporated in the report. Policy implications for state-level actors as well as building level administrator programs are discussed in Section 7. The final section concludes with a discussion of how collaborative inquiry and program redesign work might continue through the development of an Indiana Educational Leadership Consortium.

2. Research Design

Introduction

This study "maps" select program characteristics and program completer/graduate results from the full sample of the 17 accredited and approved building-level administrator preparation programs. The report presents a description of the state of the state of principal preparation in Indiana through a thorough analysis of data culled from DOE/DPS datasets of licensed program completers and program approval and review reports, as well as data generated from a program narrative inquiry instrument sent to each of the 17 approved programs (see Appendix B). Additionally, the research design also incorporated collaborative elements thatresulted in new contacts that may inspire further within and across program conversations about program development and policy modifications.

Literature and Document Review

A substantial amount of literature and documents were reviewed for the study. In particular, literature on multiple aspects of principal preparation was reviewed in order to inform the study's research design, data collection, and analysis. The areas reviewed include leadership and school reform, the development and reform of principal preparation programs, promising and innovative program studies, critiques of university-based programs, Wallace Foundation funded studies, program assessment and evaluation approaches, and licensure studies. Focusing

on Indiana, we reviewed documents and previous studies of Indiana educational leadership program practices (primarily Balch, 2003). In terms of document analysis, we reviewed websites of each of the 17 accredited programs, as well as all UAS reviews and NCATE reviews conducted over the past 5 years. We also collected and analyzed documents on Indiana DPS program approval and review processes.

State-level Licensure Production and Placement Inquiry

Shawn Shriver and Brian Creighton assisted us by cross referencing two separate state datasets on new building-level licensures and employment data, which enabled us to analyze trends of recent program completers who received building administrator licenses. Drawing from tables provided by the Indiana DPS and DOE (see Appendix C), in Section 5 select trend data and analysis of individuals acquiring initial building level administrator licenses is presented. In this analysis, program graduates/completers are defined as those individuals who received their building level administrator license through successful completion of one of the 17 state approved licensure-only or masters plus licensure programs of study between October 31, 2001 and October 31, 2005.

The building-level administrative individual-level licensure data tables from the Division of Professional Standards were organized in order to enable us to link original building level administrator licenses to various individual characteristics: preparation institution, race, gender, and teaching experience. The Department of Education data included recently licensed individual's employment by location (with categories ranging from large city to rural districts), type of job (Principal, Assistant Principal, Counselor, Teacher, Department Head, or other), and type of school (primary, secondary, or combination). By cross referencing individuals across both data sets and utilizing a snapshot date of October 31, 2005, we were able to analyze

administrative placement information for the full sample of all accredited program completers who received their original building level administrative licenses between October, 2001 and October, 2005.

This approach then allowed the research team to conduct a descriptive analysis of program licensed program graduates/completers across the state and to construct a profile of Indiana's recent building-level leadership graduates. We examined overall production of licenses and compared production growth to administrator job growth. Five-year production trends of each of the 17 approved principal preparation programs were compiled and analyzed. This allowed for a comparison of institutional production across the five-year period. We then analyzed statewide career outcome trends for all individuals receiving building level administrative licenses for the five year period across combinations of the following variables: preparation institution, regional placement, gender, and race. This analysis is presented in Section 5.

Program Narrative Inquiry

The program narrative was the central research instrument used to capture program-level information in this study. It essentially provided us a means to compile descriptive data on distinct program characteristics from the full population (n=17) of building-level leadership preparation institutions in the state. While the instrument reflected a survey with forced choices in some questions, the instrument was designed to collect narrative responses from programs. As well, program representatives were asked to attach specifically designated evidence. Thus, while some questions were designed to be quite narrow, many others were open-ended. The research design was submitted and approved the Indiana University-Purdue University Institutional Review Board.

This approach and the contents of the narrative inquiry instrument were generated through a review of literature on assessment of principal preparation programs and a series of meetings with building level administrator preparation program representatives and the projects' national consultants, Dr. Joseph Murphy and Dr. Diana Pounder. Content validity was established through a previous pilot of many aspects of the narrative in Utah (Pounder & Hafner, 2006), as well as through leadership preparation program representative review and critique of multiple drafts. The thirteen distinct program features or topical areas covered in the program inquiry narrative are: Rationale, Leadership Standards, Program Structural Elements, Candidate Admission, Candidate Assessment, Program Curriculum and Curriculum Sequence, Teaching Methods and Pedagogical Approaches, Program Evaluation and Continuing Assessment, Program Field Experiences, Program Recruitment Strategies, Program Faculty, Program Strengths and Limitations and Distinctive Program Elements (see Appendix B).

Each program designated a representative to respond to the inquiry. The representatives were asked to narratively explain their program's activities with regard to each of the specific topics. Within each of these topical areas, sub-questions guided the responses from each of the administrator programs. To generate depth and validity across program responses, specific information was additionally requested with respect to each topical area. The degree and depth of inquiries varied across topics. More specific questions were asked in the areas of Program Faculty, Program Curriculum and Curriculum Sequence, and Program Structural Elements, while the Program Rationale, Program Strengths and Limitations, and Distinctive Program Elements sections contained more open questions. At the end of each section, program representatives were asked to provide evidence to support their responses both in the narrative and specific inquiry responses. This attempt to capture complementary evidence was done to ensure greater

reliability in program responses and to provide the researchers with additional evidence. Examples of evidence requested include: Mission Statements, Program Syllabi, Faculty Vita, and Internship Handbooks.

The program narrative research design was chosen for several reasons. From our review of the literature on programs and knowledge of programs, we understood that there was a great deal of variation both within and amongst building-level preparation programs. The design addresses this concern by allowing program representatives to describe their leadership preparation program with their program vocabulary and is flexible enough to capture variations in program philosophy and design structures. We specifically crafted open-ended questions in order to allow for greater detail in the responses and to encourage respondents to provide specific data on topical areas that the narrative might have missed or not envisioned. However, some questions were designed to be quite straightforward with forced choices. All programs received exactly the same instrument and had the same opportunity to respond. Another advantage of the design is that it is largely based on a program narrative that had been designed and piloted in Utah and the data collected in this format allows for future national cross case analysis.

The program narrative inquiry protocol was sent to College of Education Deans and Educational Leadership program chairs in early March, 2006, with follow-up contacts made throughout the next few months. All seventeen program responses were received in the summer of 2006 as the project team received well over 1500 pages of narrative responses and additional evidence. A major advantage of the approach was the richness of information that was received. We found, not surprisingly, that the responses varied in depth and quality, as the approach is to a large degree dependent on the time and effort program representatives put into their responses. Some programs submitted stacks of supporting evidence and some programs answered each

specific question thoroughly; however, other programs provided incomplete or less than adequate information with no supporting evidence. However, the richness and volume of information collected was sufficient to provide a portrait of the state, including trends, challenges and promising practices stretched across the 17 leadership preparation programs. After all program narratives were submitted in June, 2006, program identifying information was eliminated and each program was assigned a random number in order to protect, to the extent possible, program confidentiality for the next steps of the process, collaborative analysis and reporting. There are limitations to this approach as much of the program information is self reported. However, we used NCATE and UAS review documents, initial program approval documents located at DPS offices, and the programs' websites to triangulate submitted documentation.

Analysis

For the analysis of the submitted program data, Indiana engaged in a unique collaborative process. Because of concerns related to evaluation bias and the desire for this study to catalyze program improvement and the development of an Indiana educational leadership research consortium, program representatives from across the state participated in analysis of disidentified program narrative data. After program representatives submitted their program narrative and supporting documentation, the principal investigators made an effort to eliminate program specific names and markers on all program narrative data and relevant documentation. Therefore, narrative data on program characteristics and relevant supporting documentation (which we, Black and Bathon, selected), was analyzed without program identifiers to the extent possible. Rather, programs were referred to by randomly generated numbers. This was a time consuming

process but provided safeguards against analysis bias and may have contributed to programs' willingness to submit information for further analysis.

An invitation to participate in the analysis was extended to all leadership preparation programs, and was accepted by eight program representatives. The representatives came from large and small preparation institutions, as well as public and private preparation institutions. The participating analysts engaged in a two day discussion and training session during June, 2006. During the two-day discussion and training session, participating analysts each received a full set of responses and affiliated evidence on one or two of the thirteen narrative sections. The participants were provided guiding questions for analysis that we were able to comment upon and refine collectively. Then, the analysts participated in a practice analysis session involving one or two topical sections of the narrative in order to establish norms and guidelines for analysis. The guiding questions for the analysis submitted by the analysts are attached in Appendix D. The participant analysis primarily described trends in particular program features and characteristics, as they exist across the state of Indiana. The analysts clustered categories and themes within program feature areas. This process offered professors from different institutions an opportunity to come together and express common concerns about the field, as well as individual benefits in terms of payment and service opportunities that could be submitted in annual reports. In addition, members of this group presented perspectives on the study process at the NCPEA conference in Lexington, Kentucky, in August, 2006 which also provided professional benefits (See Black, et al., 2006).

The participant analysis is incorporated in the corresponding topical areas of Section 6 of this report after the analysis was edited for consistency of voice as well as subjected to consistency checks with all obtained programmatic data, including narrative responses,

supporting evidence, program submissions to the state, and web-based materials. The participating analysts and the topical sections for which they were responsible are represented in the accompanying graphic.

In ongoing cross-case analysis, care is being taken to identify and analyze not only the data pertaining to specific program areas or features, but also to encounter larger thematic consistencies across the multiple building-level leadership preparation program features and characteristics. Therefore, analysis included constant comparison across program feature areas in order to more broadly cluster patterns, establish variations, and identify potentially systemic patterns across all seventeen programs in the state (Borman, Clark, Contner, & Lee, 2006; Miles & Huberman, 1994). The multiple levels of analysis generated higher reliability in the data and validity in reporting, as well as promoted greater legitimacy with various study stakeholders.

3. Licensure, Principal Preparation Programs, and Program Evaluation: Trends in Literature

Introduction

Although our first and primary charge is to provide a rich portrait of leadership preparation in Indiana, we also present a short overview of emerging efforts to evaluate and improve educational leadership programs. While many of these efforts emerge out of a larger accountability environment, but they are also driven by the educational leadership professoriate's desire to look in the mirror to improve their own practice (Murphy, 2006; Orr, 2006a, 2006c). In addition, state policy efforts to improve leadership preparation, Wallace Foundation funded studies that seek to provide evaluation of principal preparation (Bottoms, O'Neil, Fry, & Hill, 2003; Roza, Celio, Harvey, & Wishon, 2003), and market-pressures attenuated by program growth (Baker, Orr, & Young, 2005) have moved the profession towards seeking out means of evaluating and improving program outcomes. Significant challenges remain in terms of measuring and analyzing the effects of program preparation on desired outcomes such as principal ability to lead change efforts, retain highly qualified teachers, and improve student outcomes, as program effects are often indirect, diminish over time, and are mediated through multiple individual and structural variables. Nevertheless, we present a brief synopsis of ongoing state and professional efforts to evaluate principal preparation programs in order to improve practice.

Licensure, accreditation, and other ongoing efforts to improve practice

The primary state-level policy responses to develop school-level leadership capacity and to monitor program quality include: the adoption of principal licensure and program approval/accreditation standards, the adoption of building-level administrator standards that form the basis of a licensure assessment, as well as a seven year review process coordinated by state professional standards departments with the National Council for the Accreditation of Teacher Education-NCATE (Adams & Copeland, 2005; Sanders & Simpson, 2005). By 2005, 46 states, including Indiana, had adopted standards for administrative licensure as well as program approval and review processes. Indiana became one of 41 states that essentially adopted ISSLC (Interstate School Leaders Licensure Consortium) standards for building level administrators when Rules 2002 regulations were passed in 1998 (Sanders & Simpson, 2005). These state standards specify features of leadership to be developed by programs with regard to vision, school culture and instructional program, management, community collaboration, ethics, and knowledge of the political, social, and economic aspects of education. Reflecting the complexity and challenges of school leadership, each standard is further constituted by specific performances, knowledges, and dispositions building-level administrators are expected to attain. The administrative licensure test, the School Leaders Licensure Assessment (SLLA), developed by the Educational Testing Service is aligned with the ISLLC and Indiana Building Level Administrator standards and impacts the content of university preparation programs, as programs are motivated to prepare their students to pass the licensure examination (Murphy, 2002; Sanders & Simpson, 2005).

Yet, the extent to which programs incorporate features and pedagogical processes that address these standards and any additional competencies is not well known. Despite the

widespread implementation of standards-based licensure and program approval/accreditation requirements by state education agencies, some remain suspect of educational leadership preparation program quality. Critics question the purpose, coherence, content, and rigor of university-based programs, while some champion alternative means of licensing educational administrators. Other concerns include the overproduction of licensed administrators who have no intention to apply for principalships and the existence of "low quality" administrator preparation programs that are nonetheless financially attractive to universities; a "cash cow" argument (Fordham & Broad Foundations, 2003; Hess, 2003; Hess & Kelly, 2007; Levine, 2005). A U.S. Department of Education report (2004) characterized many conventional programs as lacking vision, purpose, and coherence. The authors portray conventional programs as having self-enrolled students who have not been selected on the basis of leadership experience or potential. These students progress through a series of courses that are not sufficiently linked to local practice through robust internships.

The primary national organizations representing the educational leadership professoriate, the University Council of Educational Administration (UCEA) and the National Council of Professors of Educational Administration (NCPEA) have long been concerned with improving preparation practice (Culbertson, 1995). However, in the 1980's greater interest emerged in taking collective action around the challenges and opportunities in leadership preparation, and various taskforces and collective efforts emerged. These included the National Commission for Excellence in Educational Administration (NCEEA-led by professors in educational administration) and the National Policy Board for Educational Administration (NPBEA), a consortium of 10 organizations with interest in leadership preparation. The NPBEA consortium supported the establishment of the Interstate School Leadership Constituent Council (ISLLC) in

1994, which was housed at the Council of Chief State School Officers (CCSSO) and which published the ISLLC Standards for School Leaders, which form the basis for the Indiana Building-Level Administrator Standards. The Special Program Area (SPA) for educational leadership, the Educational Leadership Constituent Council (ELCC) was formed to review preparation programs for NCATE as they incorporated those standards for program evaluation and recognition. Other national and collective efforts to inform educational leadership preparation program reform include the efforts of the National Commission for the Advancement of Educational Leadership Preparation (NCAELP), and Wallace, Broad, and Danforth Foundation funded leadership preparation improvement efforts. As a result of these multiple efforts, many graduate schools of education across the country have revamped their programs and re-envisioned program content, pedagogy, and field-based learning experiences. By 2005, one-third of all institutions had received national recognition from the ELCC for their leadership preparation programs (Orr, 2006b).

Trends in Program Evaluation

Interest in improving educational leadership preparation at the national and state level has spurred new assessment and redesign work. These include efforts driven by the Southern Regional Educational Board in Atlanta (See for example, Bottoms, et al., 2003; Fry, O'Neil, & Bottoms, 2006) and the Stanford Leadership Institute's study of innovative and exemplary pre- and in-service program models (See for example, Cohen, Darling-Hammond, & LaPointe, 2006; LaPointe & Davis, 2006). More recently, two prominent national taskforces have been formed within the professoriate - the UCEA/AERA Special Interest Group Taskforce on Evaluating Educational Leadership Preparation Program Effectiveness and the Joint Research Taskforce on Leadership Preparation. These collective endeavors seek to promote research on principal

preparation and to develop program evaluation instruments that allow programs and other stakeholders to evaluate graduate/completer outcomes in ways that inform program efficacy (Murphy, 2002, 2003; Pounder & Merrill, 2000; Orr & Pounder, 2006; Orr 2006b; Young & Peterson, 2002; Young, Peterson, & Short, 2002). Out of this work grew three purposes:

> (1) to comparatively evaluate leadership preparation programs' impact on the students served, the schools their graduates lead, and the schools' educational outcomes;
>
> (2) to develop research designs, methods, and instruments that can be replicated and refined through study in multiple institutions and settings to facilitate on-going knowledge development on leadership preparation nationally and internationally; and
>
> (3) to engage the leadership preparation field more broadly in the individual and comparative study of their effectiveness and impact.

From these purposes, four distinct research streams have been launched by UCEA members: mapping program designs and prevalence (this report is one of these efforts), backward mapping studies on leadership effectiveness, studies of students' experiences, and comparative longitudinal evaluation of programs (Pounder & Orr, 2006). The Taskforce also reviewed criticisms and current innovative program efforts and found that high-quality leadership programs were likely to have the following attributes (Orr, Silverberg, & LeTendre, 2006, p. 4):

- Clear focus and clarified values about leadership and learning
- Rigorous selection that addresses prior leadership experience and initial leadership aspirations and gives priority to under-served groups, particularly racial/ethnic minorities
- Standards based content

- Substantial internships
- Student centered instructional practices
- Supportive organizational structures to facilitate retention and engagement
- Coherent, challenging, and reflective content and experiences
- Appropriately qualified faculty

Surprisingly, efforts to comprehensively gather information on leadership programs and to describe the state of educational leadership preparation in a particular state are rare. There are efforts underway in Utah (Pounder & Hafner, 2006), Missouri, and incipient efforts in Illinois, New Jersey, and Virginia (Orr, 2006). There exist publications that are national in scope that list program faculty (Creighton, Coleman, & Dou, 2006), examine licensure requirements and policy by state (Anthes, 2004), overview career paths of school administrators (Rand Corporation, 2004) and survey selected programs from afar (Levine, 2005). This report is distinct in that it examines very closely characteristics of a large number and fairly complex set of programs, and combines that descriptive analysis with state-level program production and program completer placement data. Orr and Pounder (2006) reference the work in Missouri, Utah, and this study in Indiana as a new type of collaborative evaluation research that is part of a long-term evaluation project:

> Using the Taskforce's multi-stage evaluation model, several states are now initiating collaborative evaluation research among leadership preparation programs in the state and, in some instances, with state education officials and professional association representatives. This model begins with documentation of each program's core features. In the second step of the evaluation model, programs field a follow-up survey to all program graduates for the past 5 or 10 year period. This collaborative evaluation work, while politically challenging, enables programs to benchmark their program delivery attributes and graduate outcomes, and provides much needed information on the impact of programs on graduates and the schools they serve. (p. 7)

Mapping studies have been conducted that examine current licensure requirements for building leaders and explore non-university based programs (Barbour, 2005; LeTendre, Barbour, & Miles, 2005).

Other Taskforce members are conducting studies on exemplary leadership, as well as the student experience (Orr & Pounder, 2006). Of interest are also emerging studies of degree production using national higher education databases (See for example, Baker, Orr, & Young, 2005), which demonstrate a shift in degree production by institutional type, with research-centered universities declining in production of masters degrees, while comprehensive colleges and universities show dramatic increases in production (over 4 fold increase in the share according to Baker, et. al., 2005). Other studies use state-level data to track the rate of advancement of career paths of individuals with building-level administrator initial licensure (Fuller, Orr, & Young, 2007; Fuller & Reyes, 2006).

Comparative longitudinal evaluation of programs is emerging and a promising practice for programs and state departments of education to consider. These studies seek to evaluate preparation programs and their impact on graduate student learning, leadership skills, and associated impact on schools they lead. They seek to track graduates over time and have also resulted in the development of instruments that can be used as a follow-up survey of program graduates. These survey instruments are particularly promising and the Orr survey has been applied to candidates leaving the program (Pounder & Hafner, 2006); as well as to candidates in the field (Orr & LaPointe, 2005; Orr, Silverberg & LeTendre, 2006; Orr & Orphanos, 2007). The UCEA/TEA Alumni Survey of Leadership Preparation inquires on the effectiveness and relationship among program features and participant outcomes, "focusing first on leadership preparedness (as related to the six primary ISLLC and ELCC standards), leadership aspirations,

and timely career advancement (Orr, Silverberg, and LeTendre, 2006, p. 3). The survey contains possibilities for gathering information at both the program and state level and should be considered in Indiana. Additionally, a teacher survey of principal effectiveness has been developed. Analysis of career paths in North Carolina, Illinois, and New York have illuminated supply and production issues, as does the analysis in this report, but they have done little to examine program quality issues over time and their impact on student learning, school improvement capacity and work, and ultimately, student outcomes. The use of information from this survey may help to engender a state-level process which uses leadership standards and research to identify tentative characteristics that matter, collects systematic information on programs and graduates, and carefully uses measures of student learning, school improvement, teacher retention, mediating school and district conditions to tie multiple points of student performance together in order to begin to identify preparation processes and the knowledges, dispositions, and skills that matter (Orr & Orphanos, 2007; Rand, 2004).

4. Indiana Policy Context: Program Approval, Review, and Licensure

Introduction

In this section, we review the Indiana policy context for building-level administrative preparation programs, in particular program approval and review procedures. This section responds to the grant objective #3, which was to describe *(1) how programs are approved/accredited to offer licensure and master's degree programs in Indiana and (2) how approved/accredited programs in Indiana are held accountable for delivering the program submitted to the State for approval and/or accreditation.* We briefly review licensure procedures for building-level administrators and statewide efforts to improve principal preparation.

State governments typically monitor individuals (and indirectly, programs) through standards based licensure requirements. Under these requirements individuals usually are required to have a minimal amount of teaching experience (2-3 years), to have successfully completed an approved preparation program, and to pass a standards based exit examination. There are also other states that allow for alternative pathways and in which non-university preparation programs are utilized (LeTendre, Barbour, & Miles, 2005). Programs are held accountable to teach those standards-based knowledges, skills, and dispositions through program approval submission processes, which occur once. Additionally, they are subject to accreditation review, which most often occur every seven years through an NCATE review, which includes program document review (UAS in Indiana) 18 months prior to a full NCATE review. The

NCATE reviews have tended to place resources towards reviewing the largest programs in college of education units, teacher preparation programs. Without specific Specialty Program Area review, this may lead to a relative lack of attention to program areas such as educational leadership.

The Council of Chief State School Officers (CCSSO) identifies five policy levers that states may utilize in order to develop a coherent policy for building-level administrators. *Certification* of building level administrators is the first one and all states have availed themselves of this option. In addition, *Professional standards and assessments* are in place in virtually all states. In Indiana, Rules 2002 guides certification and the building-level standards and assessments currently in place for the seventeen approved programs currently operating in Indiana. *Professional preparation programs* are responsible for the qualifications and success of entry-level candidates. However, the continuing support and engagement with graduates over career stages is not as common a policy in practice at the program level. *Professional development programs* are often used by states to determine recertification and continuation of administrators. In Indiana, the university preparation programs continue to play a role in this through various linkages, as well as districts and the state through the Indiana Principle Leadership Academy. *State reporting and accountability measures* complete the system, the CCSSO argues, by providing data about numbers, quality, and effects of programs. States often monitor the use of three assessment points in programs (entry, mid, and exit) as well as exit examinations such as the standards-based SLLA (Sanders & Simpson, 2005). What is suggested by the CCSSO, as well as others (Orr & Pounder, 2006; Rand, 2004; Fry, Bottoms, & O'Neill, 2005), is that states, in tandem with consortiums of preparation programs, begin to examine the

relationship between program characteristics, graduate/completer learning, graduate/completer in-job behaviors, and student outcomes.

Program approval

At the program formation stage for potential building-level administrative licensure programs, there exists an initial program approval process that is outlined in *Guidelines for New Programs in Teacher Education: Advanced Level.*[1] The document contains nine identified standards that programs are required to meet. The nine standards are:

- Standard I: Rationale
- Standard II: Curriculum
- Standard III: Clinical and Field-Based Experiences
- Standard IV: Admission, Retention, and Exit Policies
- Standard V: Faculty
- Standard VI: Governance and Resources
- Standard VII: Schedule
- Standard VIII: Program Evaluation
- Standard IX: Approval

For the first eight standards listed above, the programs must both meet the defined requirements under each standard, as well as provide evidence that the program is developing documents that will demonstrate their compliance. Highlights of the standards-based program requirements include the following: (1) programs are required to show how curriculum is aligned with IDOE/DPS content and developmental standards; (2) programs are required to show how they will conduct self-assessment through their UAS (see below) process; and (3) the program must show there are systematic procedures in place to help struggling students.

Our review of new program proposals for educational leadership programs that were submitted for approval by the Indiana Teacher Education Committee demonstrated that programs were held accountable to demonstrating alignment to standards. Programs were asked to clarify

[1] Available at: http://www.doe.state.in.us/dps/teacherprep/Advanced.pdf

and resubmit portions of their applications. Every one of the seven program approval submissions since 2002 has been approved. Any new applications for program approval should be reviewed very carefully through a national external review process, as production numbers indicate market saturation. Additionally, potential administrators located throughout the state appear to have access to programs. Our data indicate that 13 of the 17 approved programs accept more that 90% of their applicants; and 97% of program completers pass the SLLA; yet only 53% of those who received initial licenses between October, 2001 and October, 2005 held administrative positions as of October, 31, 2005.

Knowledge of how programs are approved/accredited to offer licensure-only and Masters plus licensure programs and how accredited programs are held accountable for delivering the program submitted to the State for approval/accreditation is often sought only by select individuals within programs for whom there is an immediate need. The approval and ongoing program evaluation processes in the state may be shared more widely and provide valuable information to program representatives, potential candidates, and school districts through more public website platforms.

Program Review

A second task of our charge is to describe "how approved accredited programs in the state of Indiana are held accountable for delivering the program submitted to the State for approval/accreditation." With the passage of Rules 2002 and the establishment of ISLLC-based Indiana Building-Level Administrator Standards, educational leadership units were required to submit Unit Assessment Systems outlining how the programs were redesigned in line with DPS guidelines, which were aligned with NCATE's criteria for leadership programs (McCarthy, 2003). The NCATE review process occurs every seven years once a program is approved, and a

similar time frame is used for program submissions through the Unit Assessment System (UAS) document submission and review process, which occurs 18 months before NCATE visit and serves to prepare the unit for the visit. In the NCATE review, the advanced level category review covers all non-initial licensure categories, of which building-level administrators are simply one category. Thus, the structure of the state's leadership program review process under NCATE, which in other states includes review by the area SPA- ELCC (Educational Leadership Constituent Council), has been primarily limited to state level review and has not included ELCC review, although ELCC review has been an option for programs to pursue. However, since the passage of Rules 2002, to our knowledge none of the 17 approved building level administrator preparation programs had earned national recognition through the SPA.

Indiana's UAS review process structure, which requires document submission to the DPS in advance of the NCATE visit, does require building-level administrator programs to submit program-level information. The UAS and campus system results are often reviewed by program teams and used for summative program evaluation that results in adjustments to assignments and course content. There are four decision points in most program reviews and many programs summatively report them once a year as part of their ongoing program assessment. Programs describe how they continue to use program based data and assessments to evaluate and improve their programs. However, our review of ongoing program review documents submitted since 2002 indicate that those processes have concentrated their review on unit, or college of education level reviews; focusing deeply on teacher preparation with much less attention given to administrator preparation programs. It is also important to note that with the transition to Rules 2002-based review procedures, program review was put on hold for a period of time. State efforts are already underway to become more specific in its oversight of specific licensure

categories and the Division of Professional Standards (DPS) has recently updated review processes to encourage ELCC review and national recognition of programs. However, recent oversight procedures have been designed to provide a more thorough review of building-level administrator preparation after program review had been essentially dormant for several years in the early 2000's.

Our review of program review submissions to the Indiana DPS revealed that many Indiana Schools of Education provided only minimal information about their educational leadership department programs or activities, let alone their building-level administrator program. These documents do not represent the comprehensiveness that the Educational Leadership Licensure Consortium demands for national recognition. Additionally, the narrative responses we collected directly from programs (see Section 6 of this report) indicate great variability in the extent to which building-level administrator preparation programs utilized the UAS process to formatively evaluate their program's procedures and outcomes. In those responses, only five programs identified the Unit Assessment System as part of their program's ongoing review process. Despite questioning programs on how they use the UAS process none of the programs provided detail in how the UAS is used in ongoing program development work. Consistent with other studies around the country (Bottoms, O'Neil, Fry & Hill, 2003; Jackson & Kelly, 2002; Orr, 2006a), many programs tracked placement of their graduates and maintained healthy alumni associations that informed their program development, but none tracked the efficacy of program outcomes over time, such as student learning, ability to lead, ability to mobilize school reform, or effect on student outcomes. Although our data is limited and we recognize that individual programs vary considerably in their use of coherent and comprehensive assessment processes, we saw little evidence of the type of robust assessment called for in

program improvement and assessment literature (Bottoms, et. al, 2004; Murphy, 2002, 2006; Orr & Pounder, 2006; Sanders & Simpson, 2005; Waters & Grubb, 2004).

The Indiana Department of Education, Division of Professional Standards 2006 Program Review Guidelines should provide much greater attention to ongoing review of building level administrative programs. However, greater coordination between compliance with UAS and NCATE review processes and meaningful, ongoing program review processes that demand programs seek ELCC national recognition should be considered by programs and the Department of Education. Given the importance of educational leadership and the rapid growth in programs, careful consideration of increasing ongoing program review capacity at the state should also be considered and addressed.

Licensure, Induction, and Mentoring

McCarthy (2003) examined Indiana administrative licensure policies related to recruitment, retention, and professional development. She found that school leaders have far more responsibilities specified in laws than fifteen years ago, as more statutory and regulatory provisions in Indiana (and other states) identify multiple responsibilities of school principals. Responding to these increased responsibilities with strong work norms results in administrator jobs with little or no boundaries. Building-level administrators are being held more accountable for student achievement and the implementation of academic standards, primarily based on student test performance.

The Indiana Professional Standards Board adopted six standards (with specific Performances, Knowledges, and Dispositions) for building level administrators in 1998. The six standard areas are A Vision of Learning; School Culture and Instructional Program; Management, Collaboration with Families and the Community; Acting with Integrity and

Fairness and in an Ethical Manner; and The Political, Social, and Economic Aspects of Education. For building-level university programs to be approved by the Indiana Professional Standards Board, they have to show that they are aligning their curriculum with the standards. There is a focus on educators demonstrating an understanding and application of standards' knowledges, skills, and dispositions. Since the adoption of these standards in 1998, programs must "include evidence of participation in a standards-based program that includes meaningful field experiences, development of a professional growth plan, and progress toward each of the approved standards" (McCarthy, 2003, p. 60).

To receive an initial license, candidates must have two years of teaching experience with a standard or proficient practitioners license, posses a Masters degree, successfully complete an approved administrator preparation program, and meet the SLLA requirements. Programs' recommendation for initial licensure must include evidence of a professional assessment by the preparing institution that is standards-based, includes a professional growth plan, and shows evidence of progress in each of the approved standards for building level administrators. Newly minted building administrators can then acquire an initial building license that is valid for two years (and can be renewed twice). If not employed as an administrator, the individual may renew the license after two years and four years. By the sixth year, the individual must complete 6 more hours in an approved program to retain the license. If the individual *does* get a job in administration, then she/he must complete professional growth plan with a portfolio documenting progress towards the goals of the plan. Beginning in Spring, 2007, during the second year the individual must complete the Indiana School Leaders Assessment (ISLA). This assessment is one part of a larger induction process:[2]

[2] See http://www.doe.state.in.us/dps/licensing/administrators/new_flowchart.pdf

> The ISLA is just one component of a seamless progression beginning with the preparation program, continuing to the assessment and finally moving into the professional development associated with a proficient practitioner's license. Throughout each of these phases of leadership development the candidate works toward the attainment of the ISLLC standards…The ISLA is designed to measure the candidate at the developmental phase. The assessment addresses their understanding of the constructs learned during the preparation phase and their developmental attainment of the standards.

At the conclusion of the two-year period, the individual can apply to receive a proficient practitioner license, which is valid for 5 years, and renewable with growth plan completion. Individuals may then apply for an advanced administrative licensure after 10 years of service and attainment of an advanced degree.

Indiana's licensure and induction program recognizes that initial licensure provides a minimum floor and that differentiated professional development and licensure requirements are needed to reflect career pathways and growth. The ISLA structure provides new avenues to evaluate program outcomes that should not be overlooked. However, two important caveats are important to recognize with this process. Steps must be taken to insure that the ISLA is a reliable indicator of constructs learned and standards attained through preparation programs. Additionally, a crucial issue identified by McCarthy (2003) is whether Indiana or other states appropriate sufficient funds for the activities to take place.

Some view the licensure process only as a minimum requirement and articulate the need for licensure-plus processes (Adams & Copeland, 2005). Indiana has enacted policies through its mentoring and multiple licensure requirements to promote a multilayered system. This approach assumes that licensure is not a one-time requirement, but that school leaders should be expected

to demonstrate their mastery, over time, of building-level administrator knowledges, dispositions, and skills. The state is involved at the program formation stage, the ongoing approval stage, the standards and curriculum stage, and at the final approval stage. However, the ability of the state to fund and monitor such capacity building efforts in a robust fashion is a matter of concern. The Indiana Division of Professional Standards recently developed processes for and applicants at each of these different stages. The state has also set up various programs to aid in the development of building-level administrators and their graduates. The processes at the various stages and the additional services are the state's effort in ensuring well-trained, competent principals at every school building. These "licensure-plus" efforts align with national efforts to move beyond the minimum expectation for management skills toward the development of purposeful leaders capable of leading school reform that benefits all children (Adams & Copeland, 2005). Our reading of the literature on principal preparation reform suggests that these initial efforts should be vigorously engaged in by the state in combination with a comprehensive consortium of programs and stakeholders. Such a commitment requires time and financial resources and the coordination of administrator preparation programs, school corporations, and stakeholders such as the Indiana Principal Leadership Academy, the SAELP, and the Indiana Promise Consortium, which are discussed below.

Indiana Principal Leadership Academy

About half the states in the country have created leadership academies to support leadership growth (McCarthy, 2003). The Indiana General Assembly legislatively created the Indiana Principal Leadership Academy (IPLA) in 1985 to increase leadership and management capacities of practicing principals. The IPLA uses cohort strategies (cohorts of about 100 begin each June) to enhance professional development and to encourage networking and support

structures for principals. IPLA professional development focuses on four aspects of leadership: leadership, communication, culture, and program management. IPLA now boasts over 2000 alumni.

State Action for Educational Leadership Project

As the Wallace Foundation investment in education focused on leadership and the connection to student learning in 2000, Indiana became one of 15 states funded $300,000 through the State Action for Educational Leadership Project (SAELP) in June, 2001. The national SAELP initiative was led by a national consortium consisting of: the Council of Chief State School Officers, the National Governor's Association, the National Conference of State Legislatures, the National Association of State Board of Education, and the Education Commission of the States. The SAELP project aimed to retrain current leadership, recruit effective new candidates, and improve the practicing conditions of principals and superintendents. Of particular relevance to this study were efforts to: develop state strategies to increase and diversify the pool of candidates for school and district leadership; improve pre-service and professional development programs; and develop better state policies for licensing and certification of school leaders, including improving the accreditation process for higher-education-based leadership training programs.

When Indiana was selected for the SAELP grant, ten "high need" districts in Indiana were invited to apply for the Leadership for Educational Achievement in Districts (LEAD) Grant. Ft. Wayne Community Schools was selected and received $5 million over 5 years to support the implementation of systemic reform. In particular, Ft. Wayne offered 5 principal academies tailored to leaders in various stages of their career.

The Indiana Promise Consortium

The Indiana Promise Consortium grew out of a 3 year grant from the Council of Chief State School officers, awarded in early 2002. It focused on "developing policies and practices that strengthen the ability of superintendents and principals to improve student learning" (Lecklider, 2003, p.1). From its inception in 2001, the Indiana Promise Consortium aimed to build a consortium of educational leadership professionals working collaboratively and collectively. The 26 members of the consortium's stated commitment was to making school leadership a state priority that was charged with recommending legislative and administrative policy changes. The consortium recommended policy attention to three critical areas: recruitment, retention, and professional development (Balch, 2003b). These included that the Department of Education work with institutions of higher education and professional associations to develop a one year intensive training module for building and district leaders on instructional leadership, the provision of incentives and a statewide plan to recruit and retain school leaders, addressing needs of urban leadership, the development of "grow your own" programs with district-university collaborations, the identification and support of women and minority candidates, and the fact that "successful administrative recruitment is dependent on successful university programs that are standards based, focused on meaningful internships with clearly defined mentor roles and immersed in authentic experiences. An expanded role for a statewide consortium of college/university representatives should be considered to ensure statewide equity and adequacy of preparation programs." (Lecklider, 2003, p. 5).

Assessment and Ongoing Evaluation

These entities, in coordination with the Indiana Division of Professional Standards and the Department of Education could play a coordinated role in developing a new Indiana

Educational Leadership Consortium to include representatives from all accredited preparation models. Examples of such consortiums exist in other states, many of which incorporated as state affiliates of the National Council of Professors of Educational Administration (NCPEA). These affiliates meet regularly to reflect on problems of practice and to keep abreast of legislation and policy that affect the field. Recently, in New Jersey, such a group used Critical Friends protocols to advance their discussion and to influence and write policy that created more coherent and rigorous guidelines for student internships. Within Indiana this group could provide valuable feedback to the licensure plus policies that the state has initiated, as well as play an integral role in completing the CCSSO recommended policy lever, the use of *State reporting and accountability measures* to provide data about numbers, quality, and effects of programs. The type of information contained in this report could serve as a model for ongoing program reflection by this consortium. Additionally, the UCEA/TEA Alumni Survey of Leadership Preparation developed by Orr and the Taskforce on Evaluating Leadership Preparation in combination with other instruments would be very useful for this consortium to utilize. These efforts could be coordinated by the IDOE through data management and reporting protocols and policies. This allows interested parties to more robustly begin to track the quality and effects of programs over time. This might represent a new step in the preparation program reflection and maturity and should not inform strategic planning for just pre and in service programs, but also longer-term development of educational leadership in the state. Post-service professional development and doctoral programs become links in a coherent leadership development strategy. Additionally, information from a study of Indiana's approved Ed.D. and Ph.D. Educational Leadership programs can be utilized to comprehensively plan policy that moves beyond entry-level licensing and accreditation policy.

5. State of the State: Building-Level Administrator Program Production and Placement Trends

Introduction

A central concern of administrator preparation programs is the production of qualified and licensed building-level administrators. By virtue of attaining licensure through approved programs, individuals are deemed by the state and public minimally qualified for work as school administrators. The state agencies that approve and review principal preparation programs have interests in assuring sufficient preparation production and quality to meet the needs of school communities. In examining the data around production of initially licensed building level administrators, it is clear that the 17 approved building level administrator preparation programs in the state of Indiana produce more than a sufficient amount of individuals who receive their initial license, and thus in theory, have the knowledge and skills to administer schools and perform technical tasks. It is important to recognize that with time and support, individuals can develop greater capacity, including the complex and interrelated set of skills, knowledges, and dispositions leadership behaviors, to lead the difficult school reform and student achievement improvement efforts (Adams & Copeland, 2005). Initial licensure signals foundational knowledge that forms a base from which one may develop more complex leadership competencies over time. At a minimum, initial licensure should represent skills and orientation that does no harm. Much literature points to the limitation of licensure, suggesting that it is a substantially limited indicator of the type of political and leadership skills principals need (See

for example, Adams & Copeland, 2005; Cambron-McCabe, 2002; Farkas, Johnson, & Duffet, 2003; Hale & Moorman, 2003; Hallinger & Heck, 1998).

In this section, we present select trend data on and an analysis of initial building level administrator licenses granted in the state of Indiana. For this analysis, we requested and received from the Indiana Division of Professional Standards data on all licensure-only and Masters plus licensure program completers receiving initial building-level administrative licenses in the state of Indiana from October, 2001 to October, 2005. We use this data to descriptively analyze statewide trends in institutional production of licenses over this period of time at both the state and program level. In addition, licensure data was cross tabulated with publicly available occupational data from the Indiana Department of Education. This allowed us to examine placement outcomes, as of a snapshot date of October, 31, 2005, of all Indiana initially licensed program completers from the previous 5 years (October 31, 2001 to October 31, 2005). In particular, we examined statewide placement rates and institutional placement rates of program completers. We further differentiated institutional placement rates by gender, race, and region. This allows us to map both initial building-level administrative licensure production and administrative placement across approved institutions in Indiana along these select variables.

While we utilized a full sample of initial building-level administrative licensures granted in the state of Indiana from 2001 to 2005, we recognize that there are limitations in the data that may result in a slight undercount of the total number of preparation program completers. For example, Indiana University – Southeast trains a large number of future principals that obtain Kentucky licensure and work in Kentucky, while the University of Notre Dame primarily prepares administrators for placement in jobs outside of Indiana. A number of program completers may not have sought licensure in Indiana for a number of reasons. Furthermore, the

training of persons seeking licensure renewals was not included in this dataset, which only contained initial building-level administrator licenses.

Please note that "program completers" refers to students successfully completing either licensure-only or Masters plus licensure programs through approved programs in Indiana and applying for and receiving initial building-level administrator licensure in the state of Indiana.

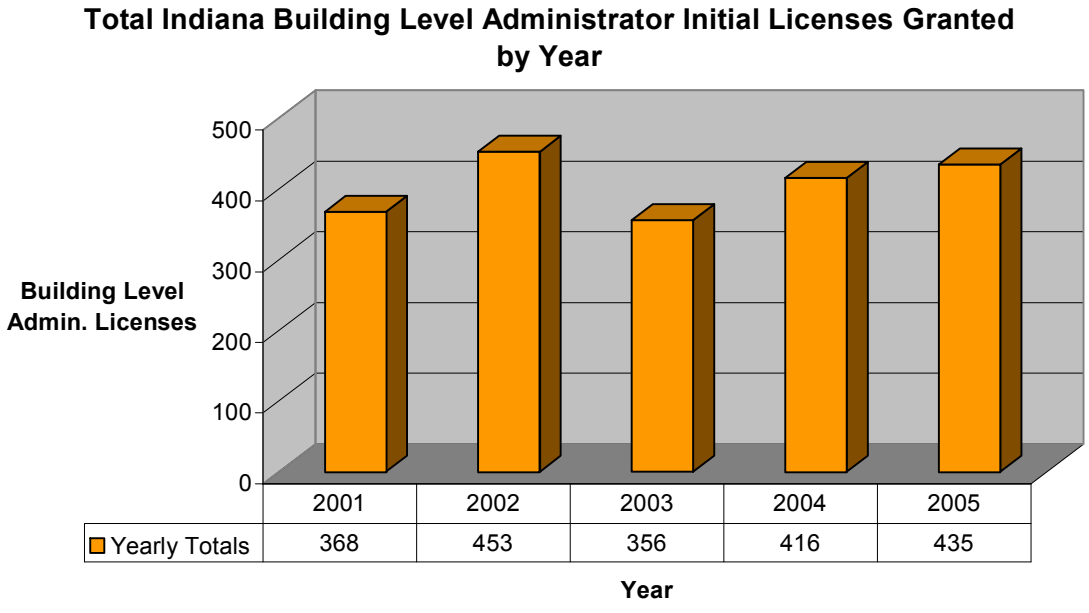
Select National Trends

In a study of national educational administration degree production, Baker, Orr, and Young (2005) found that there has been an increase in degree production, with much of the growth occurring not at Carnegie Research 1 institutions, but rather at "newer" institutions-comprehensive universities. They found that the number of Masters Degree programs in educational administration grew 16% from 1990-2003, while educational administration degree production increased 90% from 1993 to 2003. In comparison, nationally there was a 7% rise in principal positions between 1987 and 1999-2000, with a dramatic increase in female administrators and a very modest increase in minority administrators. In particular, in 1993-1994, only 35% of public school administrators were women, while in 1999-2000 54% of new principals (with less than three years experience) were women and 44% of all principals were women. During the same academic year, 55% of public elementary schools were led by women administrators, while women were leading in administrative roles at 21% of high schools. In 1999-2000, 18% of public school administrators were from and ethnic/racial minority (Gates, et. al, 2004). As will be revealed in the analysis below, this represents greater ethnic/racial and gender diversity than exists for the robust sample of Indiana's licensed administrators studied for this report.

Statewide Growth Trends in Building-Level Administrator Preparation Programs' Licensure Production

In Indiana, from 2001 to the present, the number of approved preparation programs has grown from 11 programs to 17. Building-level administrator preparation programs approved since 2001 under Rules 2002 regulations include Anderson University, Bethel College, Indiana Wesleyan University, University of Indianapolis, University of Notre Dame, and the University of Southern Indiana. Previously approved building-level administrator preparation programs include Ball State, Butler, Indiana State, Indiana-core campus, Indiana-Northwest, Indiana-Southeast Indiana-South Bend, IUPU-Ft.Wayne, Oakland City University, Purdue-Lafayette, and Purdue-Calumet.

Similarly, there has been a rise in the numbers of building-level administrative licenses granted in Indiana, from 368 in 2001 to 435 in 2005 (an 18.2% rise). This growth is reflected in the following figure.



Source: Indiana Professional Standards Board, July, 2006

What is noticeable is the substantial rise in the numbers of licenses granted from 2001-2002 and 2003-2004, with a slightly more muted rise from 2004-2005. There is a dip in licenses granted in 2003. Across several charts presented in this section, there is a dip when reporting data from 2003. We suspect that the passage and initial implementation of Rules 2002 and the beginning of the phase-out of Rules 46-47 impacted the number of licenses granted in 2003, the year immediately following the passage and full implementation of Rules 2002 program approval and licensure regulations. Program administrators we consulted reported that students were possibly avoiding the licensure exam, the SLLA, by attempting to graduate before the SLLA became a requirement. The dip in 2003 was likely associated with an overrepresentation in the 2002 graduating class.

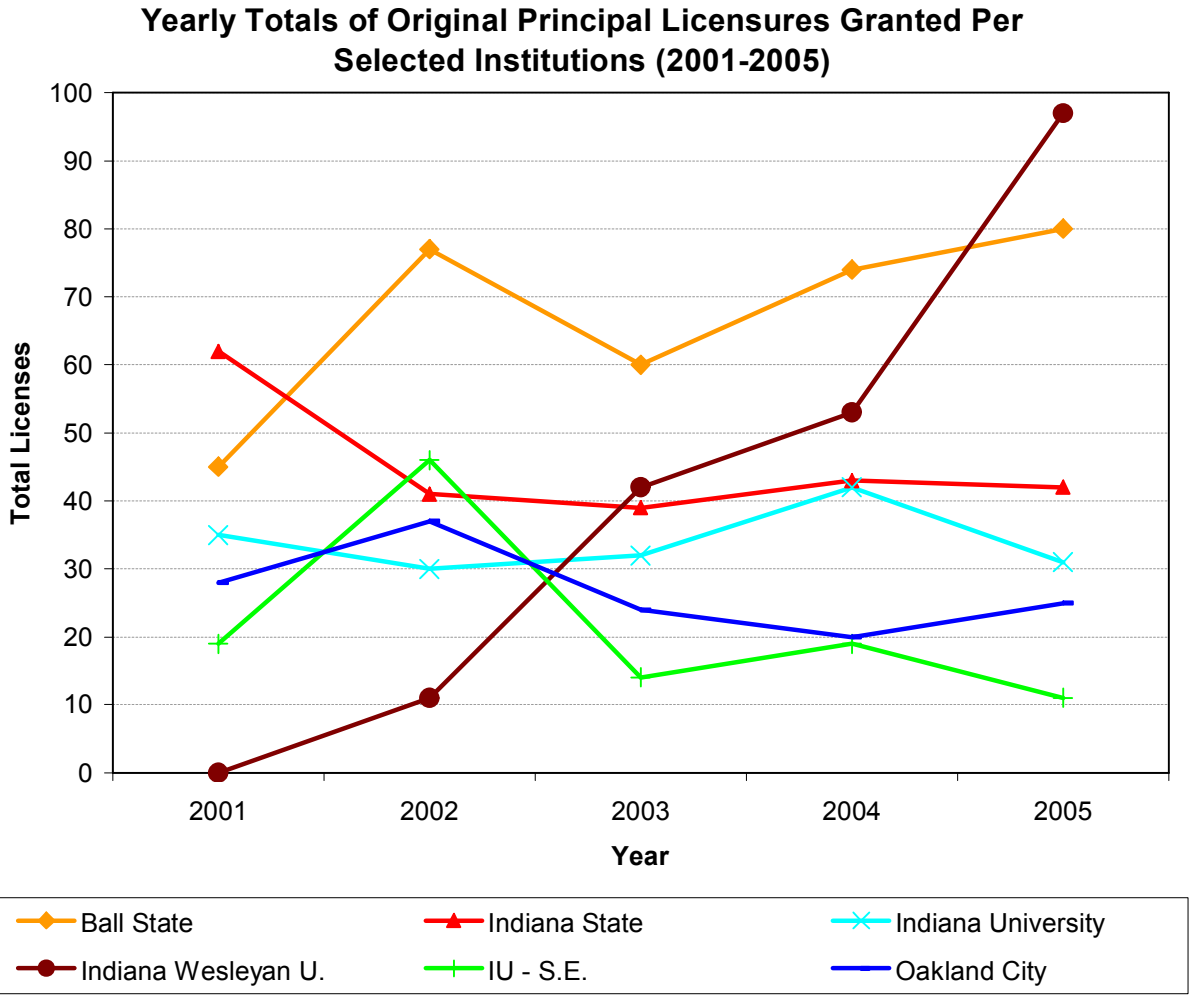
While there has been growth in numbers of institutions granting licenses and a slight rise in the number of building-level administrative licenses over the last few years, it is important to note that the total number of employed school administrators in the state of Indiana has remained relatively constant, growing very slightly from 3,147 in 1998 to 3,312 (less than 5% growth) in the 2005-2006 school year (Indiana Department of Education, 2006).

Program Completer Trends by Institution

What our analysis found was while more programs have been approved, fewer programs account for a larger percentage of building level administrator licensure production.

A high degree of variation is evident in the number of initial building level administrative licenses produced by the 17 approved building-level administrator preparation programs in Indiana, with growth highly localized across two programs. As an example, the following figure profiles six geographically and institutionally representative programs and the numbers of their

program completers who received initial building level administrative licenses from October, 2001 to October, 2005:



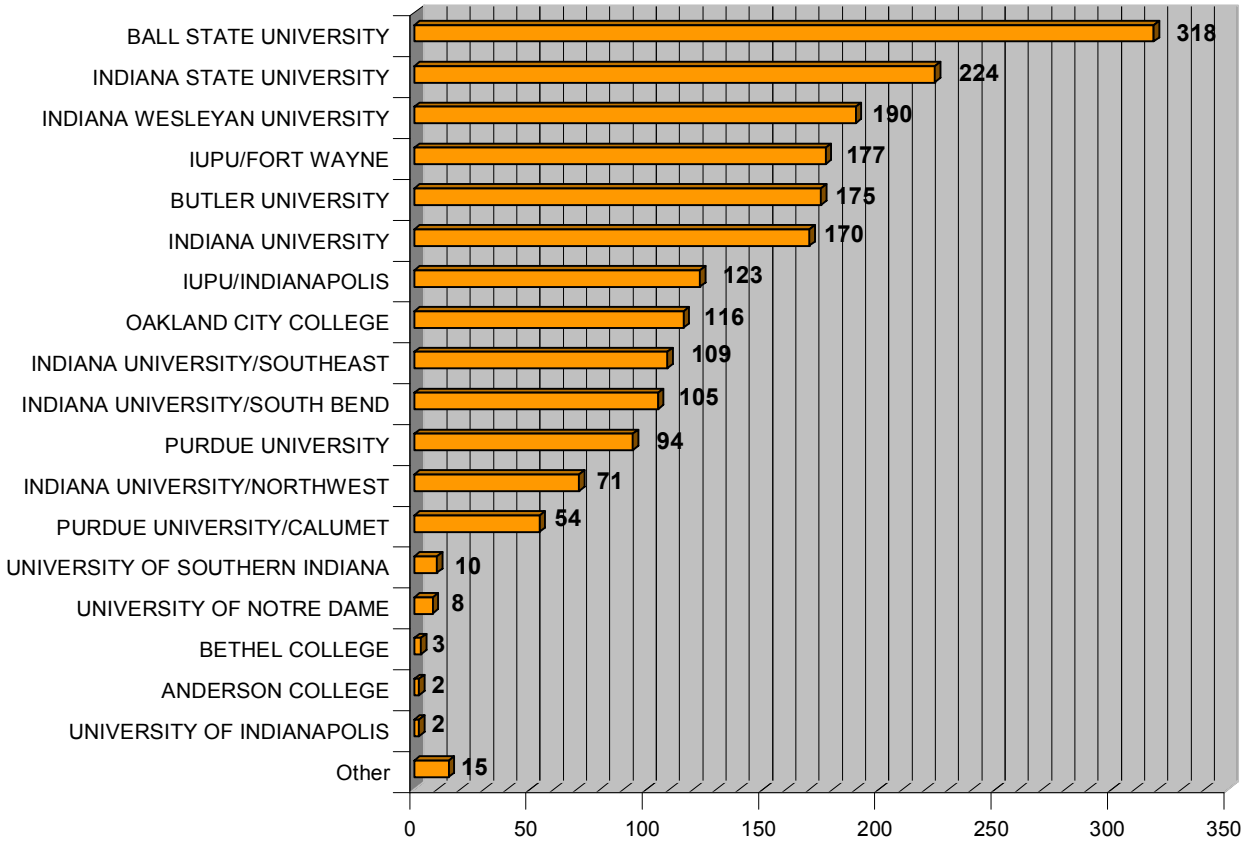
Source: Indiana Professional Standards Board, July 2006

The upward trend in the number of licensed completers from Indiana Wesleyan University is striking, as their licensure-only program produced its first completers in 2002 and is now far and away the leading institutional producer of initially licensed building level administrators in the state of Indiana. IWU produced 97 individuals with initial building-level administrative licenses in 2005. As well, Ball State, which employs a higher percentage of electronic and distance education teaching than most other programs, has also experienced significant program growth.

On the other hand, representative programs Indiana University, Indiana State, IU-Southeast, and Oakland City display relatively constant or slightly declining growth in program completers over the same period of time.

Figure 5.3 represents the summative program-level production over time:

Figure 5.3
Total Indiana Building-Level Administrator Licensures* Granted Per Institution for the Five Year Period from 10/31/01 to 10/31/05

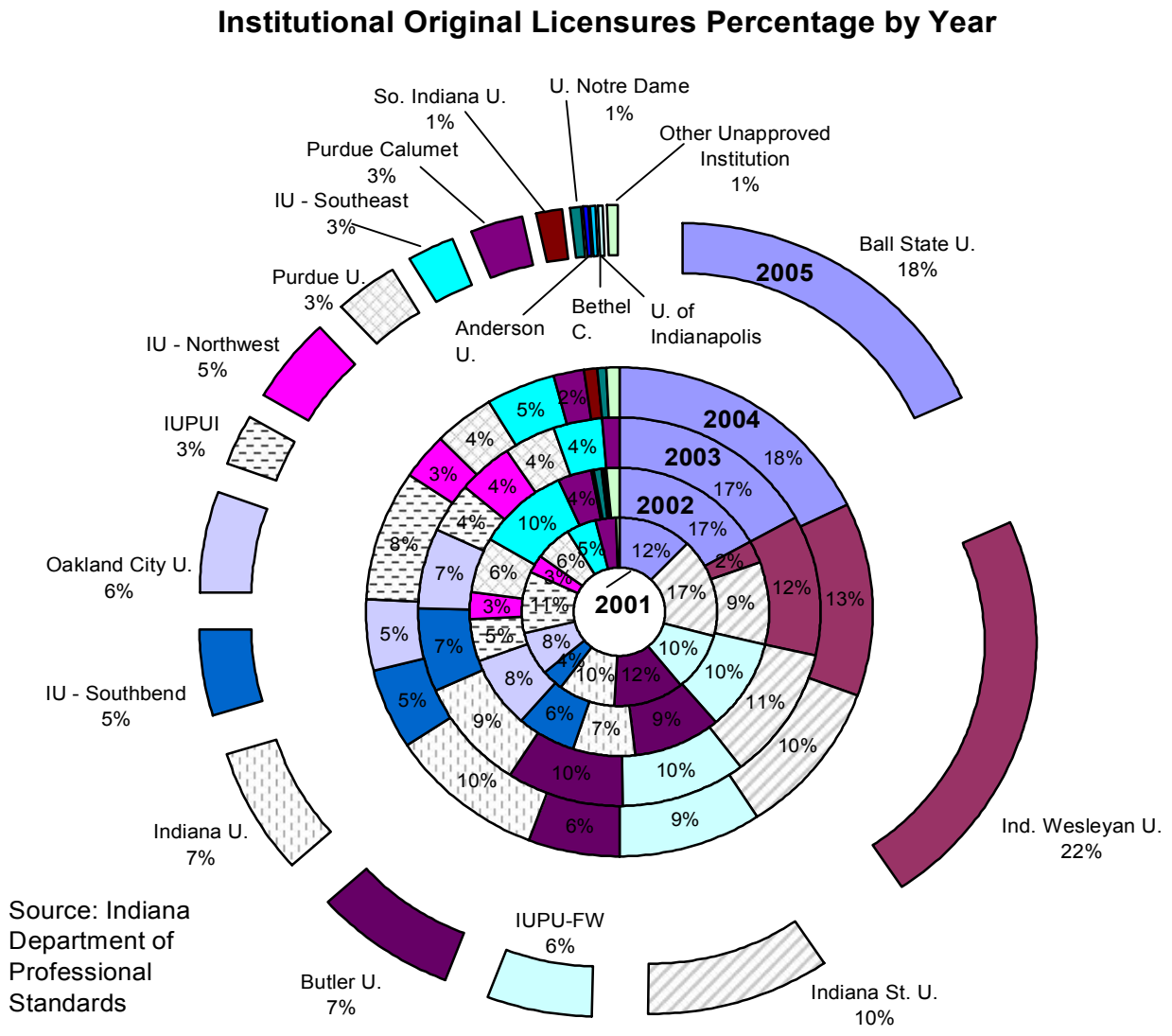


Source: Indiana Professional Standards Board, May 2006

*22 Individuals were double counted in this dataset, as they received licensure under Rules 46-47 and Rules 2002 from different institutions.

With the exception of Indiana Wesleyan, other newly approved programs have not yet had a significant impact on the production of building-level administrative licenses during the period

examined in this study. The data presented above is further delineated over time by percentage of total yearly production in the figure below.



In 2005, three programs: Indiana Wesleyan (22%), Ball State (18%), and Indiana State (10%), produced exactly half of all initially licensed building-level administrators in the state. Another nine programs produced 47% of initial building level licenses. Listed in descending order of production, these programs include Butler, IU-Bloomington, IUPU-FW, Oakland City, IU-Northwest, IU-South Bend, IUPUI, IU-Southeast, Purdue, and Purdue-Calumet. Taken as a

whole, IU system schools (including Bloomington, Ft. Wayne, Indianapolis, South Bend, Northwest and Southeast) produced 29% of licensed administrators, while the two Purdue programs produced 6% of licensed administrators. Five remaining programs, which are recently beginning cohorts or produce administrators for other states (Anderson, Bethel, Notre Dame, Southern Indiana, and University of Indianapolis) produced only 2% of initial building level administrator licenses in 2005.

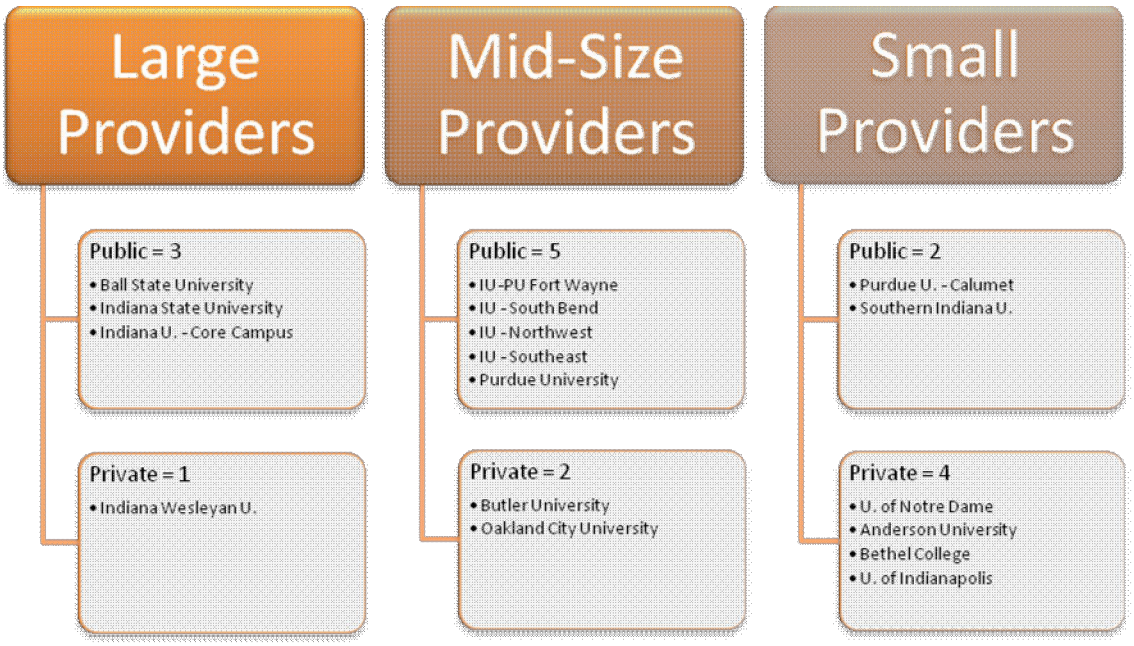
By comparison, in 2001 five programs- Indiana State (17%), Ball State (12%), Butler (12%), IUPU-Ft. Wayne, (10%), and IU-Bloomington (10%) produced slightly more than 50% of the initially licensed graduates. This represents a large growth in market share over five years for only two programs: Indiana Wesleyan (0% to 22%) and Ball State (12% to 18%). From 2001 to 2005, the number of building-level administrative licenses granted grew from 368 to 435, a growth of 87 licenses. During this time period, Indiana Wesleyan grew from 0 in 2001 to 97 in 2005 and Ball State grew from 40 to 80 licenses from 2001 to 2005, an addition of 137 licenses between the two programs. This translates to an absolute reduction of 50 licensures produced by the remaining programs. There was a relative proportional reduction for Indiana State (17% to 10%). The IU system schools combined production share has declined significantly from 43 % in 2001, to 29% in 2005. The remaining programs exhibit relative stability or slight reduction in percentage production of the state's initially licensed building-level administrators.

In the next section, we provide alternative views of licensure production across different clusters of programs.

Production Trends by Program Clusters

For the information in this section, new building-level licensure production was clustered by categories or types of universities and averaged over the period between 2003 and 2005 in

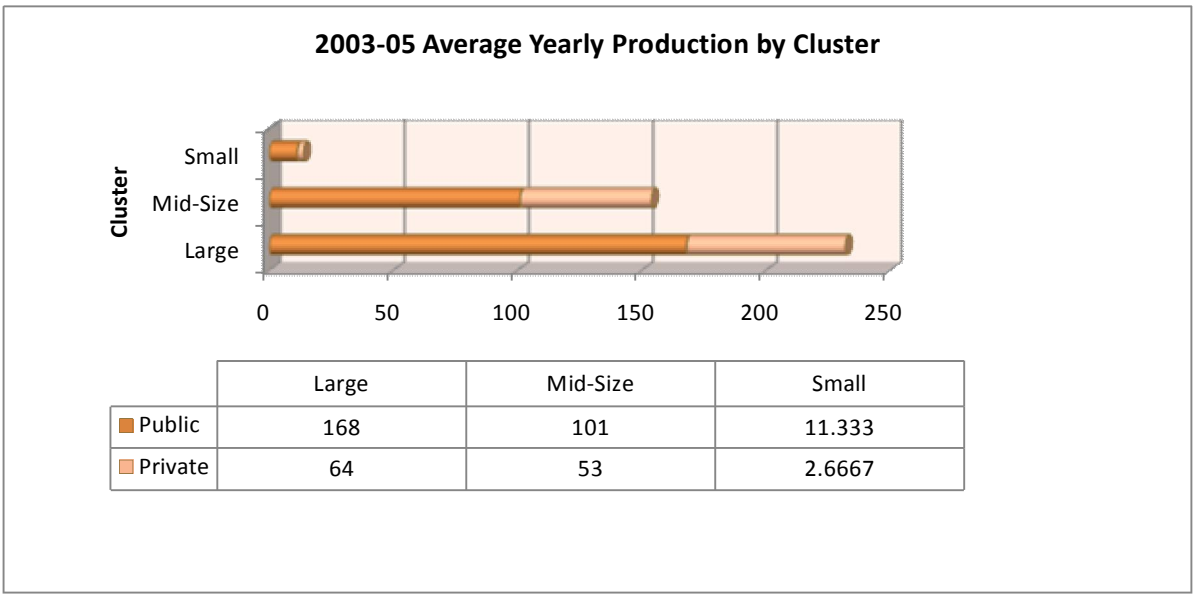
order to provide a recent and alternative view of licensure production. Two classification categories seemed useful: public v. private university and large, mid-sized or small program.[3]



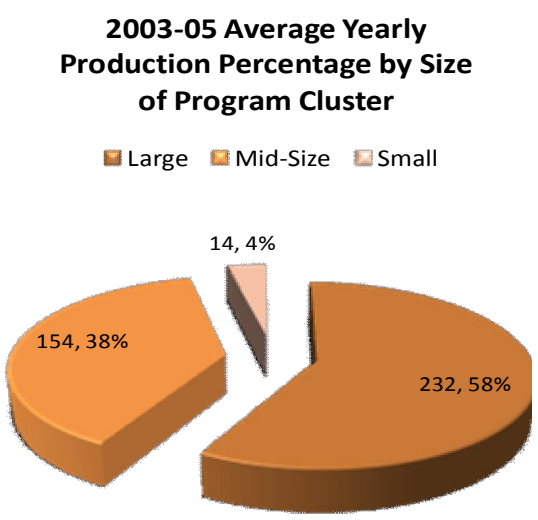
When the production data is broken into these clusters over the three-year period in question, we find that the large providers consist of three "traditional" public university providers and one private provider. Taken together, they account for 58% percent of the production over the five-year period and these institutions are more likely to have graduates distributed throughout the state. The larger institutions varied in purpose, with the collected evidence strongly suggesting that some are more research productive, while another did not emphasize research production in its rationale. The evidence submitted with the program narratives corroborated this disparity. These different orientations also have a bearing on unit resource allocation decisions and teaching load, which ranged from 2 courses per long semester to 4 courses per long semester. Additionally, the one large private institutions' faith-based orientation was distinct. The medium

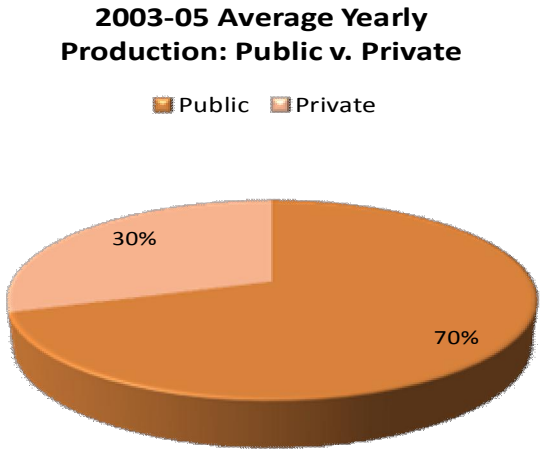
[3] Large program is defined as a program averaging over 40 initial licensures per year during the period in question. Mid-size program is defined as a program averaging over 10 but under 40 initial licensures and a small program is defined as a program averaging less than 10 initial licensures during the period in question.

size providers (which ranged in production from 20-35 licenses per year) seemed to be producing administrators for regional markets. On the other hand, the six "small" providers only account for 4% of the production. In examining the yearly production numbers, private providers' production has risen over time and utilizing the three year average production numbers, we see that approximately a third of building level administrators are prepared by private institutions, with Indiana Wesleyan's share accounting for the majority of private licensure production. These phenomena are represented below.



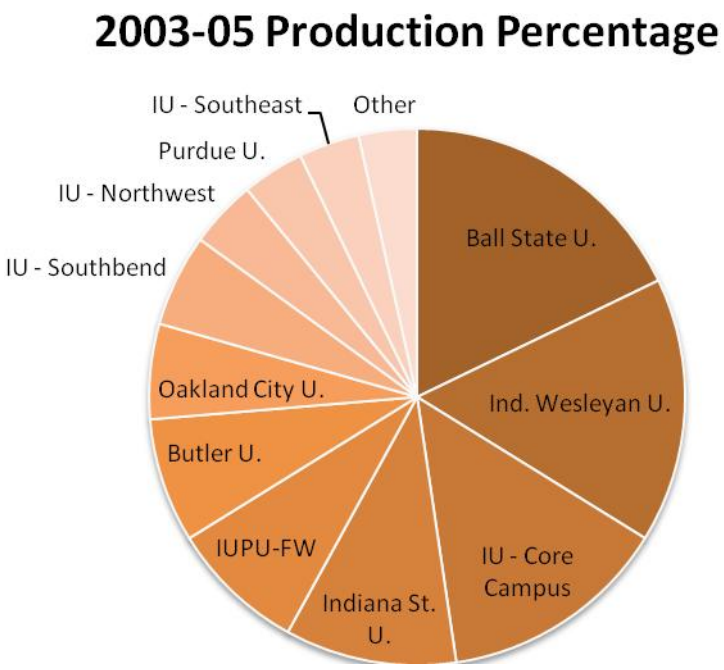
	Large	Mid-Size	Small
Public	168	101	11.333
Private	64	53	2.6667



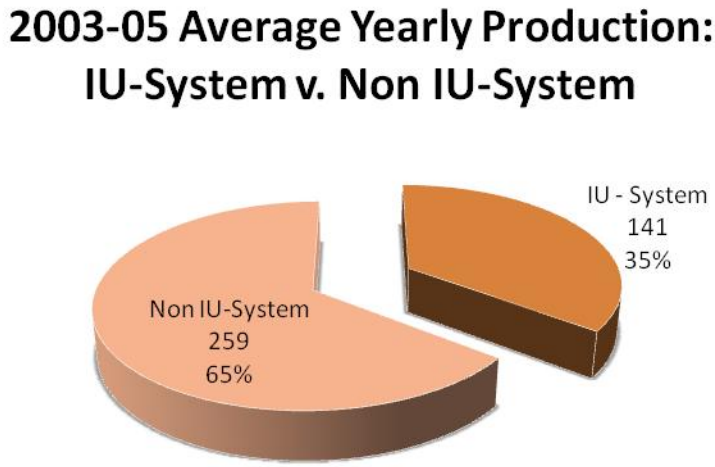


Also provided in the chart to the right are the 2003-2005 average individual licensure program production numbers and shares.

Institution	2003-2005 Average Yearly Production	2003-2005 Average Yearly Production Percentage of Total by Institution
Ball State U.	71.3	17.8%
Ind. Wesleyan U.	64.0	16.0%
IU - Core Campus	55.3	13.8%
Indiana St. U.	41.3	10.3%
IUPU-FW	32.7	8.2%
Butler U.	30.0	7.5%
Oakland City U.	23.0	5.8%
IU – South Bend	22.3	5.6%
IU - Northwest	16.3	4.1%
Purdue U.	15.0	3.8%
IU - Southeast	14.7	3.7%
Purdue Calumet	8.7	2.2%
So. Indiana U.	2.7	0.7%
U. Notre Dame	1.7	0.4%
Anderson U.	0.3	0.1%
Bethel C.	0.3	0.1%
U. of Indianapolis	0.3	0.1%



Finally, because there is a previous existing cluster of programs within the state, the production data was also clustered into the IU-System versus Non IU-System. This clustering demonstrates the significant role the IU system, taken as a whole, continues to play as the dominant provider. Reconceptualizing the IU system as the number one producer of graduates in a more competitive environment, may suggest that IU re-examine its role as a system, rather than a set of distinct programs. In turn, this may have an impact on other programs over time, as well as carry with it special responsibilities.



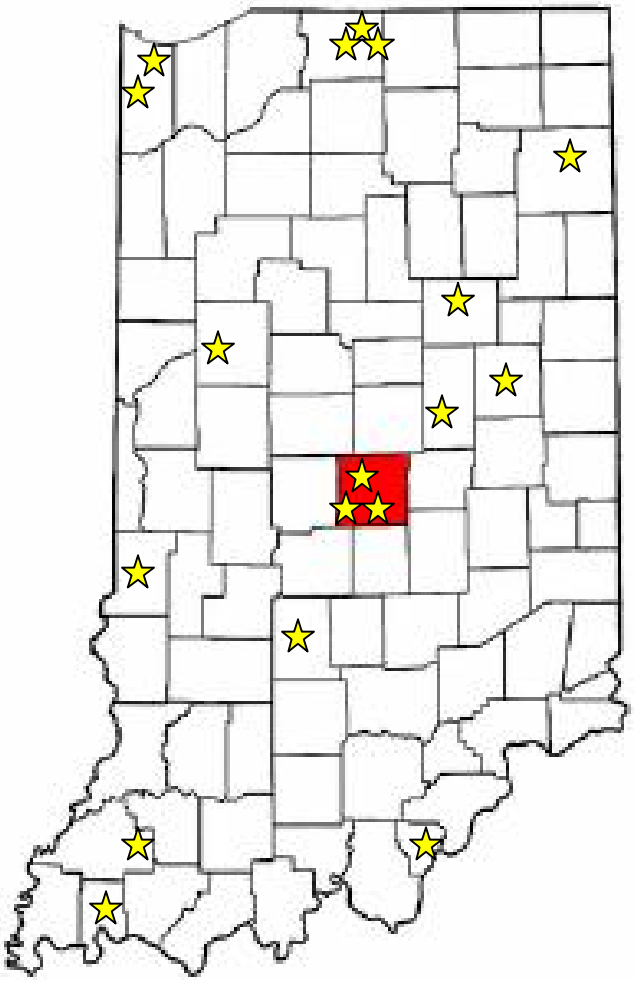
The Status of the Leadership Program within Colleges of Education

In the following table we examine the relative importance of building-level administrative licensure production within approved institutions' colleges of education from 2002-2004, as measured as a percentage of all licenses granted by the Indiana Professional Standards Board (most prominently, initial teacher licenses). This table demonstrates how some programs' building level administrator programs produce a relatively significant portion of all education licenses granted by the institution (Indiana Wesleyan, Oakland City, and Butler) while for others it accounts for a relatively small amount of total licenses granted (Indiana-Bloomington and Purdue-Lafayette).

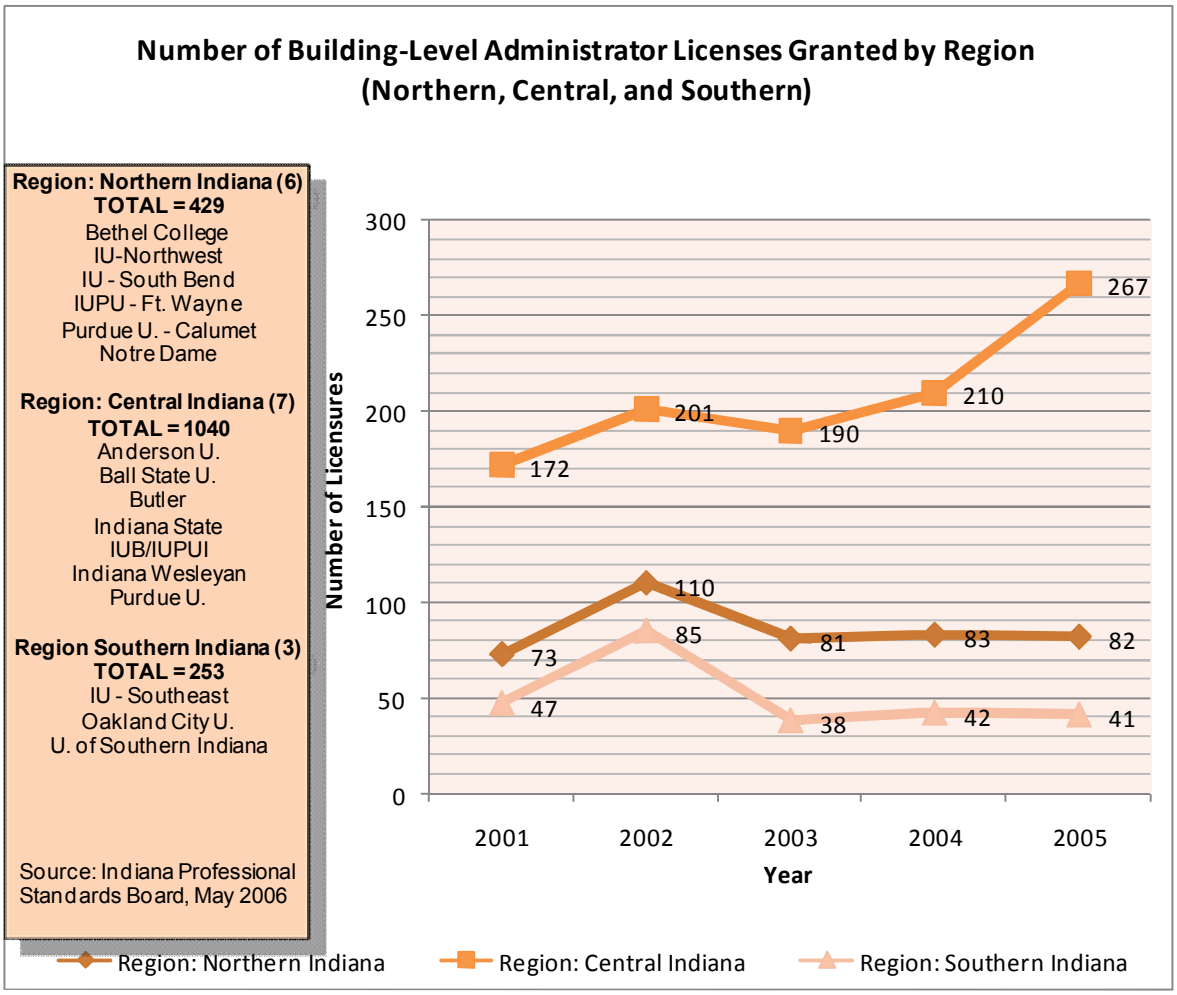
Institution	2002 Total Licensures	2002 Administrative Licensures	2002 Percentage of Administrative Licensures to Total Licensures	2003 Total Licensures	2003 Administrative Licensures	2003 Percentage of Administrative Licensures to Total Licensures	2004 Total Licensures	2004 Administrative Licensures	2004 Percentage of Administrative Licensures to Total Licensures
Ball State	725	105	14.5%	681	81	11.9%	813	86	10.6%
Indiana State	376	61	16.2%	363	58	16.0%	389	66	17.0%
IU-Bloomington	720	61	8.5%	850	51	6.0%	861	63	7.3%
Indiana Wesleyan	75	11	14.7%	137	43	31.4%	238	53	22.3%
IUPU-Ft Wayne	234	47	20.1%	261	37	14.2%	270	38	14.1%
IUPUI	271	21	7.7%	311	15	4.8%	361	35	9.7%
Butler	149	46	30.9%	169	34	20.1%	148	25	16.9%
IU-South Bend	195	29	14.9%	202	25	12.4%	151	22	14.6%
IU-South East	166	48	28.9%	167	14	8.4%	175	21	12.0%
Oakland City	156	37	23.7%	118	24	20.3%	108	20	18.5%
Purdue University	535	31	5.8%	586	23	3.9%	629	19	3.0%
IU-Northwest	85	14	16.5%	82	14	17.1%	95	13	13.7%
Purdue-Calumet	114	17	14.9%	93	23	24.7%	128	8	6.3%
U. of Southern Indiana	168	2	1.2%	225	0	0.0%	229	4	1.7%
Notre Dame	27	3	11.1%	32	0	0.0%	54	0	0.0%
U of Indianapolis	70	0	0.0%	113	0	0.0%	78	0	0.0%
Anderson University	72	1	1.4%	103	0	0.0%	103	0	0.0%
Totals	**4138**	**534**	**12.9%**	**4493**	**442**	**9.8%**	**4830**	**473**	**9.8%**

Regional Distribution of Production of Initially- Licensed Building-Level Administrators

In order to gain approval to issue licensures, units provided a program rationale to the Indiana State Board of Education. In our review of program approval documents and program rationales submitted by program representatives, several programs listed as a rationale their ability to serve a particular area or region. This is also a common phenomenon nationally, in which programs are regional in nature, preparing administrators for their local districts' needs as their graduates work in schools in proximity to the location of the preparation institution (Pounder & Crow, 2005; Roza, Celio, Harvey, & Wishon, 2003). The 17 approved programs are distributed throughout the state:



Clustering programs into three regions-Northern, Central, and Southern, we indicate within-state pattern of the regional distribution of graduates who become initially licensed:



The majority (60% over five years) of initial building level administrative licenses were granted to completers from programs located in Central Indiana, whereas programs located in Southern Indiana and Northern Indiana produced lower percentages (15% and 25%, respectively) of initially licensed building administrators. However, institutions may have drawn from areas outside of their immediate region. For example, Oakland City draws from Marion County whereas several of the Central Indiana programs (Indiana Wesleyan, Indiana State, and Ball State for example) tend to serve multiple regions of the state. In addition, Notre Dame has a national orientation, as its graduates tend to serve Catholic Schools throughout the country.

Building Administrator Program Completer Placement and Occupational Trends

Cross-referencing Indiana Division of Professional Standards databases with school-based employment data for the period of October 31, 2000 – October 31, 2005, we were able to track program completers (licensure and Masters plus licensure) by school-level position. Specifically, it was possible to tell exactly how many completers were serving in the capacity of: Elementary School Assistant or Vice Principal, Elementary School Principal, Elementary/Middle School Principal, High School Assistant or Vice Principal, High School or Combined Principal, Junior High/Middle School Assistant or Vice Principal, or Junior High/Middle School Principal. These administrative placements could then be contrasted with building-level licensed individuals holding non-administrative placements or no placement. An overall summary is presented below:

Elementary School Asst. or Vice Principal	118
Elementary School Principal	255
Elementary/Middle School Principal	6
High School Asst. or Vice Principal	200
High School or Combined Principal	74
Jr. High/Middle Sch. Asst. or Vice Principal	174
Junior High/Middle School Principal	6
TOTAL PRINCIPALS	833
TOTAL NON-PRINCIPALS	726
TOTAL GRADUATES	1559
PERCENT OF PRINCIPALS	53%
PERCENT OF NON-PRINCIPALS	47%

Male	764
Female	795
Male %	49.0%
Female %	51.0%

White	1423
Black	121
Hispanic	13
Indian	1
Multi-Racial	1
White	91.3%
Black	7.8%
Hispanic	0.8%
Indian	0.1%
Multi-Racial	0.1%
TOTAL Minority	8.7%

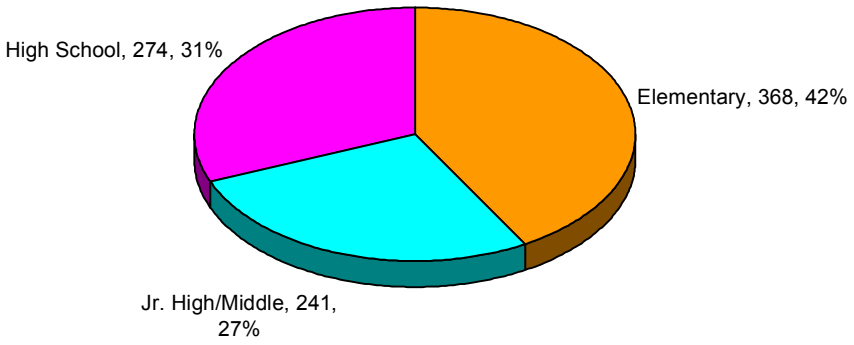
These tables indicate that over a five-year period, approximately half of the program completers were employed as administrators. This is consistent with national studies that highlight the fact

that administrator preparation programs are just as likely to prepare non-administrators as administrators. Papa, Lankford, and Wyckoff (2002) found that less than half of principal preparation program completers from 1970-1971 to 1999-2000 ever advanced to administrative positions. Examining data from 1995-2005, Fuller and Orr (2006) found that in Texas, a state experiencing much higher rates of student enrollment growth than Indiana, 60% of all certified candidates became school administrators within 7 years.

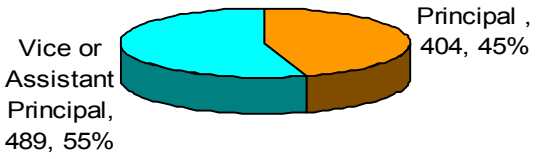
Occupational Placement

Of those that did get placed in administrative posts in Indiana, 42% are at the Elementary level, 27% Junior High/Middle School, and 31% are administrators in High Schools.

Total Initial Building-Level Licensure K-12 Placement Level



Total Institutional Placement at Level of Principalship

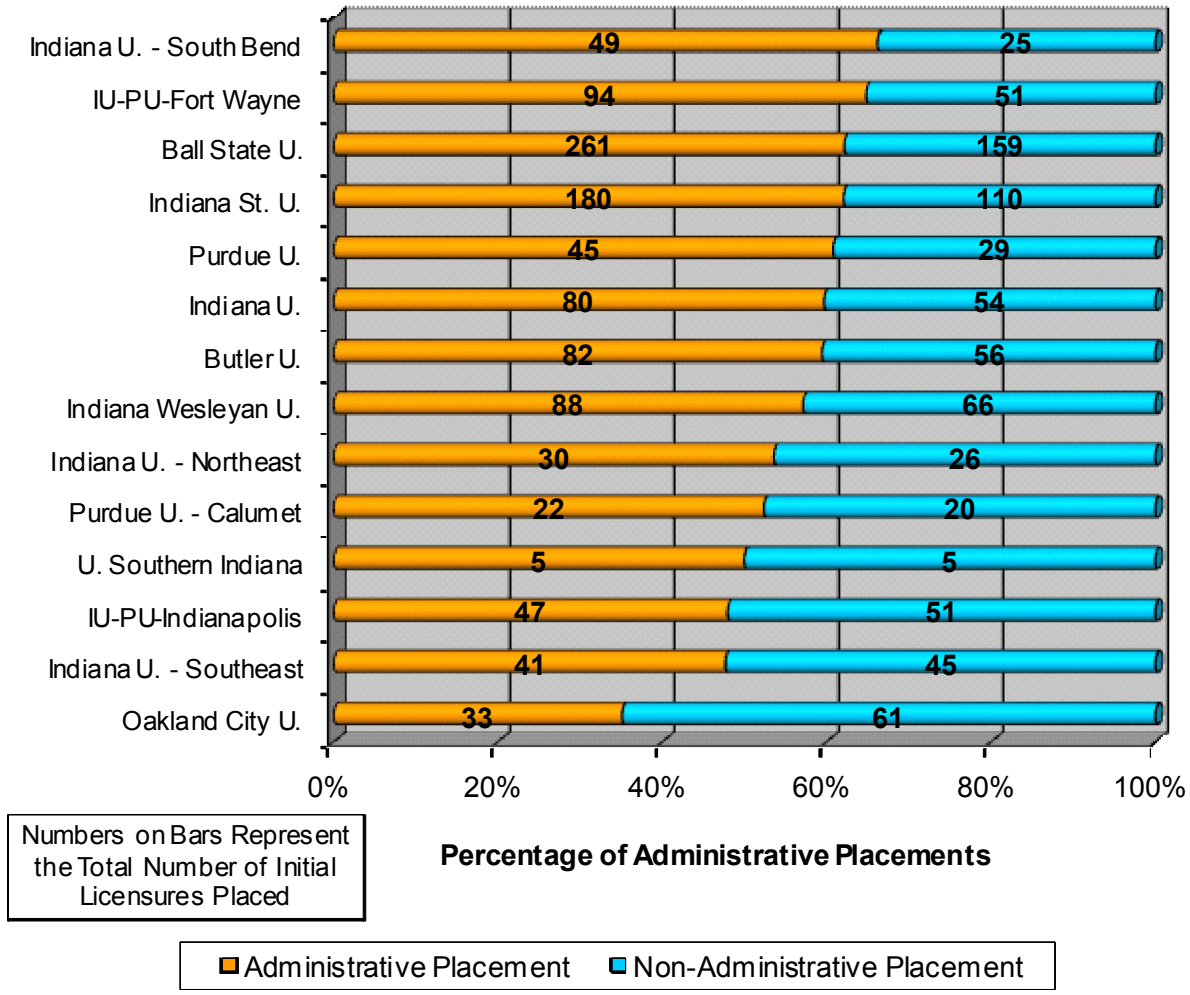


Forty-five percent of those placed in administrative positions were placed at the principal level and 55% at the assistant principal level. This is represented in the pie chart to the left.

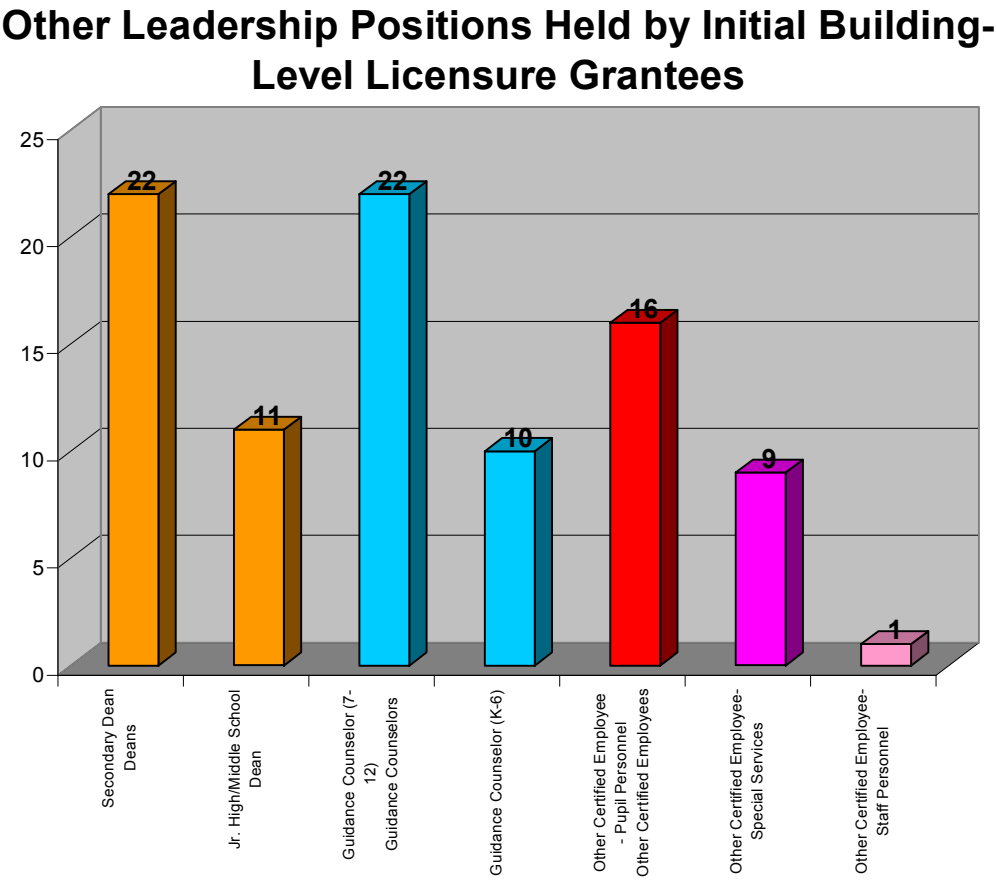
Preparation Program Placement Rates

As evidenced in the table below, four programs placed over 60% of graduates in administrative positions. The four largest producers had the following administrative placement rates over the five year period: Ball State-62%, Indiana State-62%, Indiana Wesleyan- 57%, IU-core campus-51.4%. IWU, the largest producer in 2005, had a 57% placement rate, slightly higher than the state average. Oakland City had the lowest placement rate at 35%.

Nov. 2000-Nov. 2005 Initial Licensures Placed in Administrative Position in the 2005-2006 School Year by Institution



Other than teachers and administrators, several program completers were in "other" categories, as represented below. It is interesting to note that a slightly higher number of counselors are represented here than we might have predicted based on our research and conversations with program representatives.



Geographic Distribution of Recently Accredited Building Administrators

We disaggregated placement of program completers geographically. When rates of placement of program completers from all programs are examined across different types of communities, we found variations as well. For example, completers who reside in the following types of communities have the following distribution of placement as administrators: Rural outside MSA-68%, Rural Inside MSA- 63%, Small Towns- 59%, Urban Midsize Cities and Midsize Cities-59%, Urban Large Cities -53%, and Large Cities-46%. The high rural placement

rate may suggest that the process by which teachers are "tapped" to become administrators operates strongly in rural areas. Additionally, rural locations may be less attractive to program completers, so those who are willing to take jobs in rural areas may have higher placement rates. Similarly, those who wish to be employed in a large city and urban administrators may be in a more competitive environment as many completers reside in cities and/or not as many have as much access to the tapping process. This merits further investigation by the programs themselves. Placement distribution across the state is represented below and then further disaggregated in the subsequent figures.

1 - Large City:
A central city of a CMSA or MSA, with the city having a population greater than or equal to 250,000.

2 - Mid-size City:
A central city of a CMSA or MSA, with the city having a population less than 250,000.

3 - Urban Fringe of a Large City:
Any territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau.

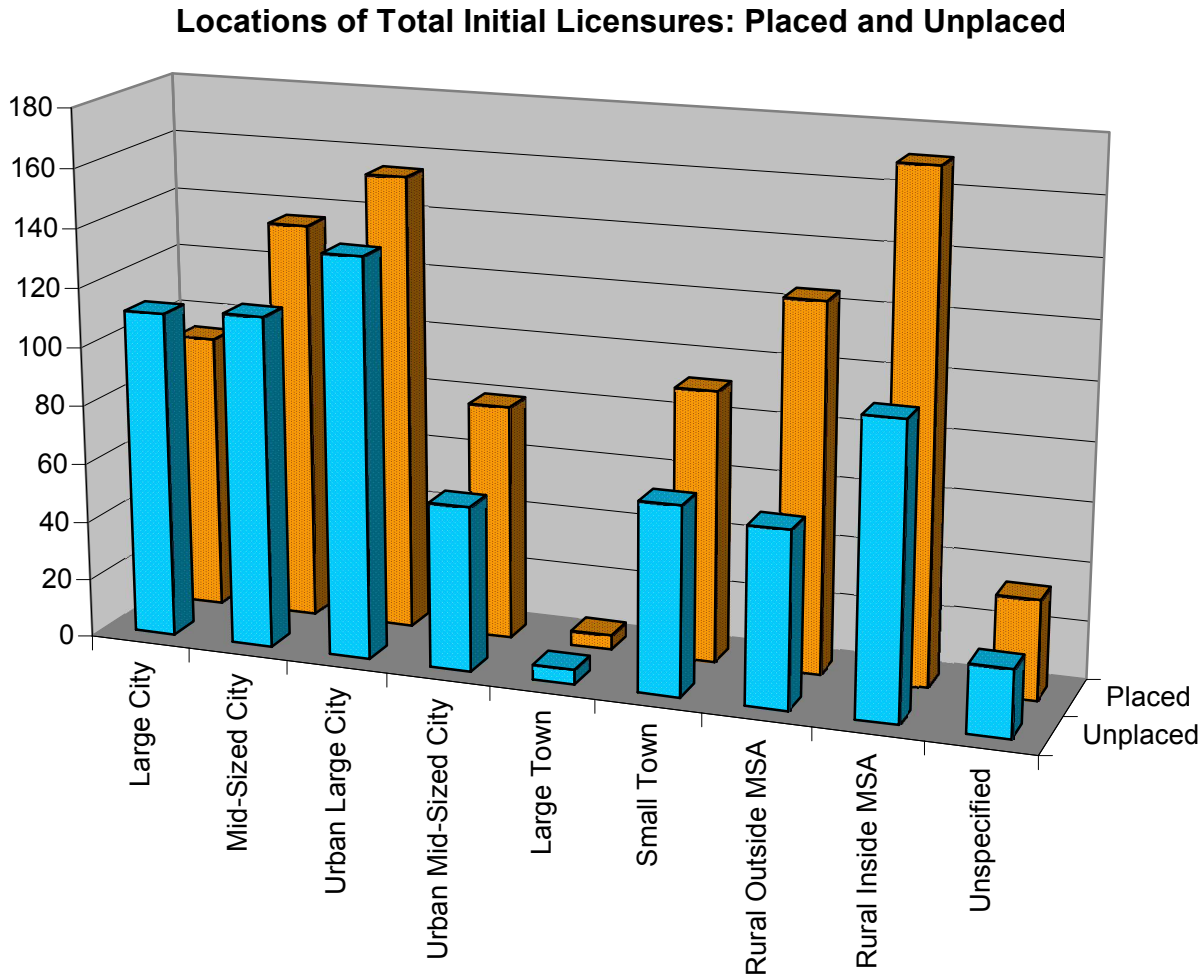
4 - Urban Fringe of a Mid-size City:
Any territory within a CMSA or MSA of a Mid-size City and defined as urban by the Census Bureau.

5 - Large Town:
An incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside a CMSA or MSA.

6 - Small Town:
An incorporated place or Census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a CMSA or MSA.

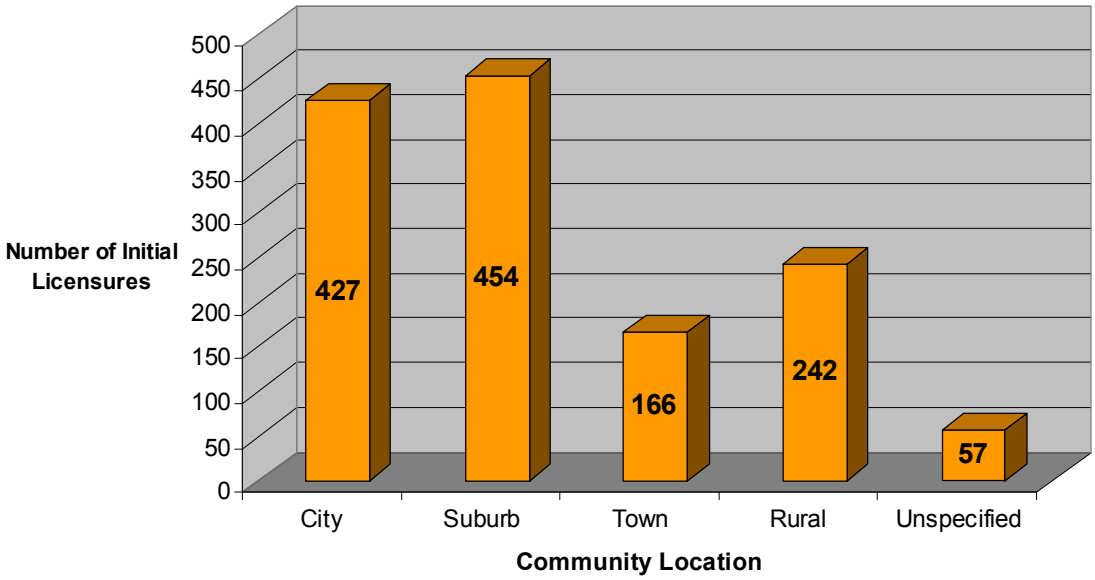
7 - Rural, Outside MSA:
Any territory designated as rural by the Census Bureau that is outside a CMSA or MSA of a Large or Mid-size City.

8 - Rural, Inside MSA:
Any territory designated as rural by the Census Bureau that is within a CMSA or MSA of a Large or Mid-size City.

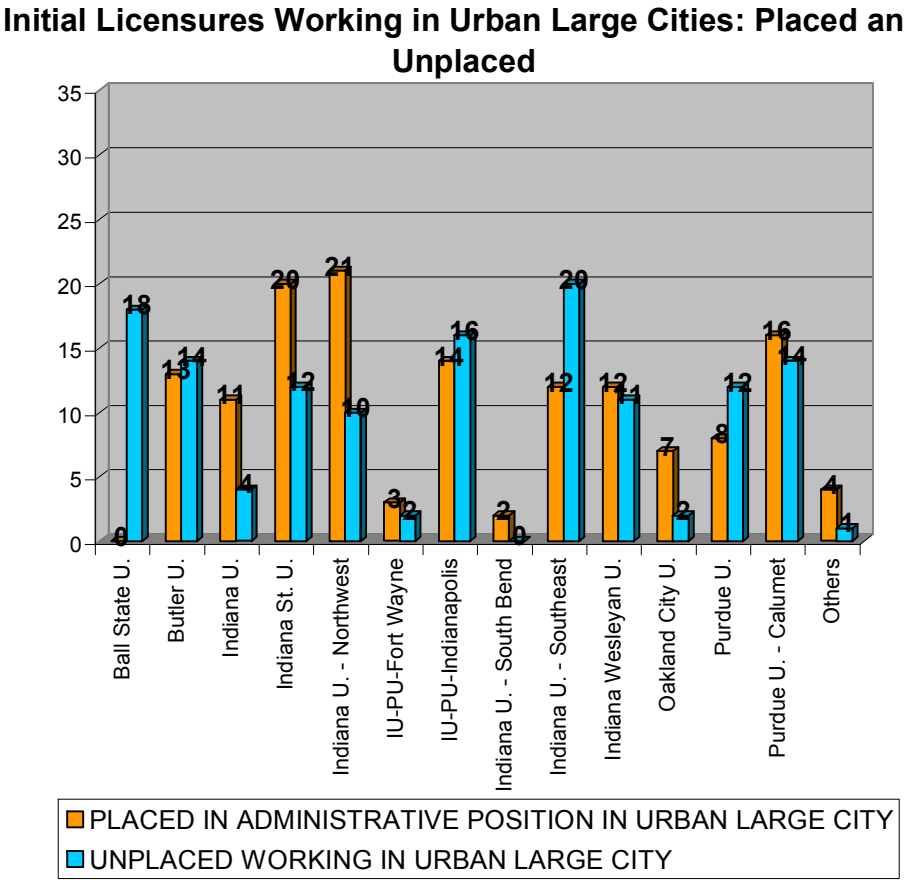


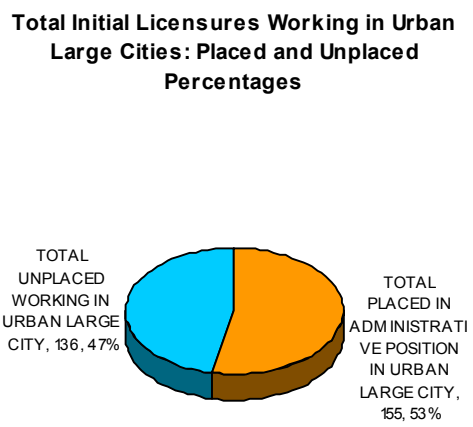
The high profile of exurbs, that is, rural inside MSA, is striking, as is the continuing influence of rural context for higher placement rates. As a whole, districts located in larger cities and urban areas do employ more program completers, although completers are hired at a lower rate. This data merits further disaggregation, as school and community contexts and their attendant hiring patterns vary, even within the same city or district. For example, in a survey of principals and superintendents in Indiana (returns were 98% White), urban was listed as the least attractive locale for work (Balch, 2003b). Below is another view of these placement rates, aggregated over five years:

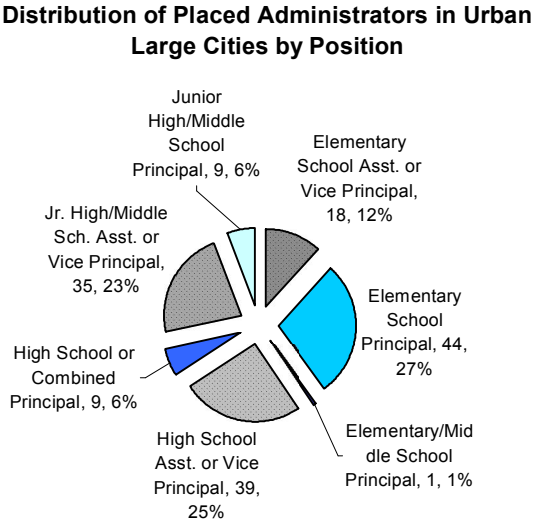
Indiana Building-Level Initial Licensure Placement Per NCES Community Classification



We further examined placement across each of these designations, beginning with the urban large city classification, which in effect is Indianapolis. Consistent with national literature, we found that that the majority of Indiana's educational leadership preparation programs prepare their graduates and program completers for work in districts in close proximity to the preparation programs (Pounder & Crow, 2005). Most institutions placed their graduates regionally, with the exception of the three largest producers, Indiana Wesleyan, Ball State, and Indiana State, whose programs, while not necessarily placing students statewide, had the greatest geographical dispersion of licensed administrators. Interestingly, there are more Ball State program completers in smaller towns than completers from other programs. The series of charts and graphs that follow illustrate these patterns. "Placed" refers to those working as administrators, whereas "Unplaced" refers to those assuming teaching or other non-administrative roles.



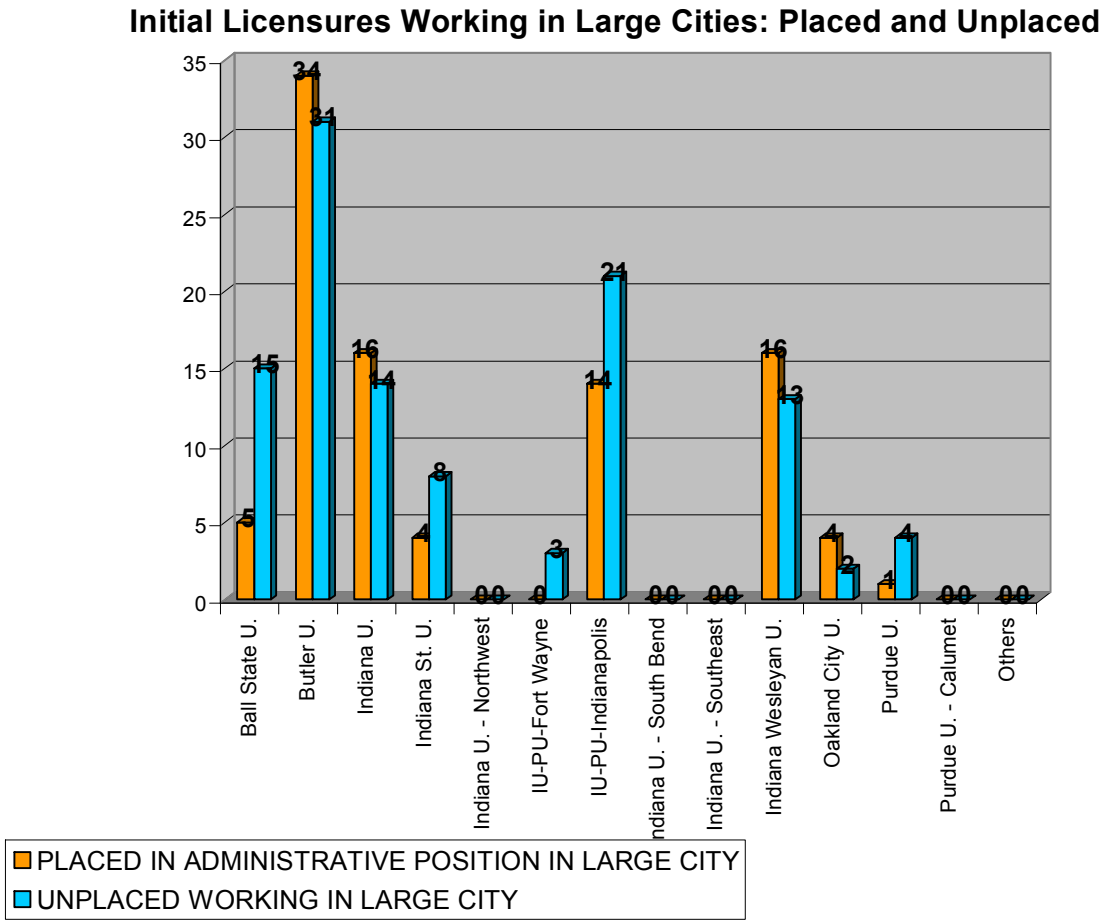


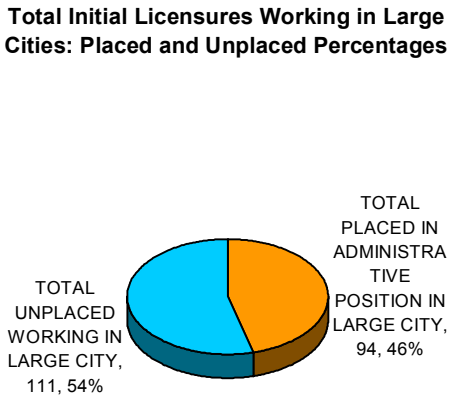


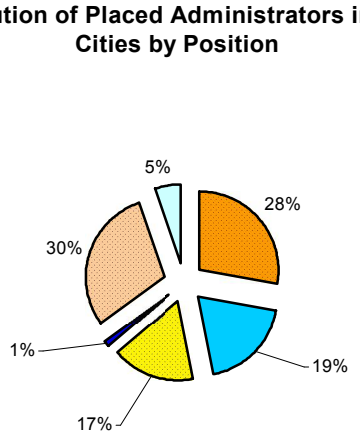
There is significant variation across institutions in terms of placement rates of program graduates in urban large cities. Program representatives may want to examine those variations. Also

noteworthy is the 60% to 40% assistant principal to principal placement ratio in urban areas, slightly higher than the state average of 55% to 45%.

Placement data for large cities, **which is Indianapolis**, is represented below:

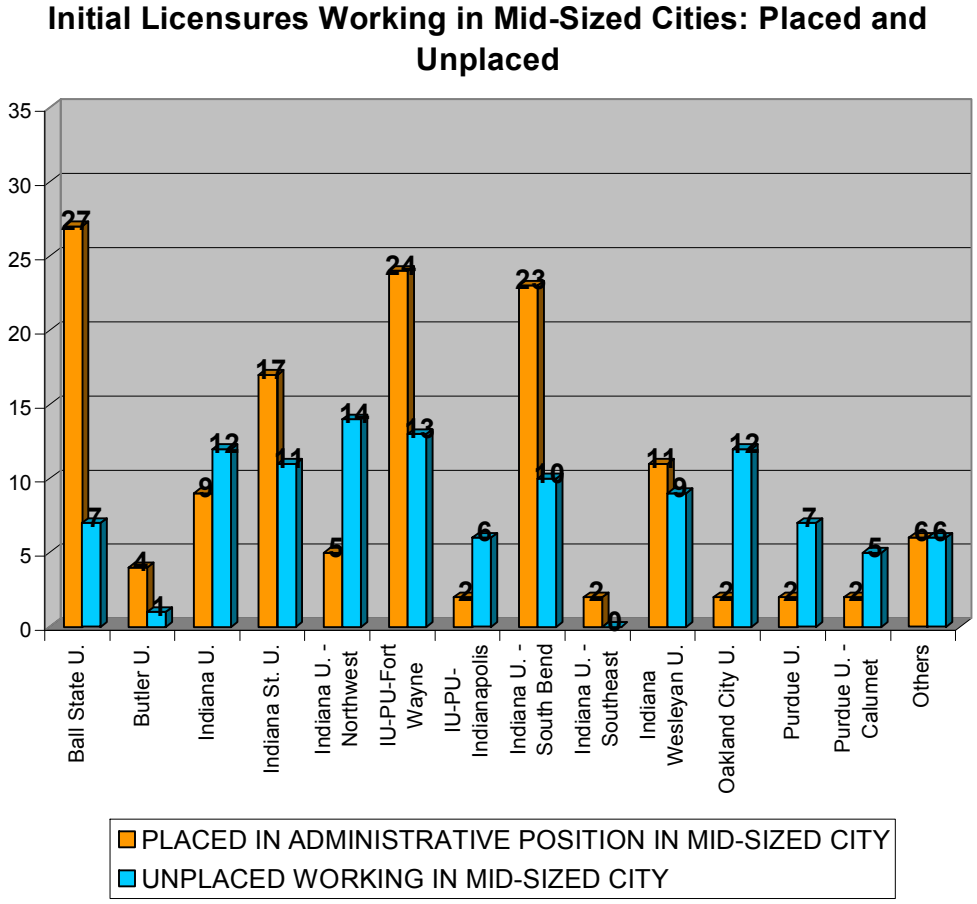




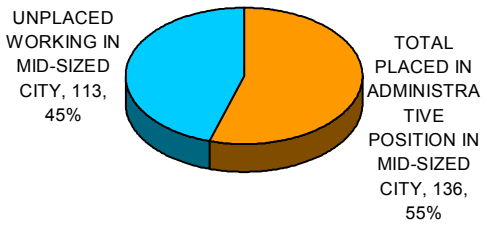


Placement rates were also much lower in Indianapolis (46%) than in other areas. This might disproportionately affect program placement rates for programs producing for those areas, such as Butler and IU-Core Campus programs. Correspondingly, there were higher placements of secondary assistant principals, positions dominated by male graduates.

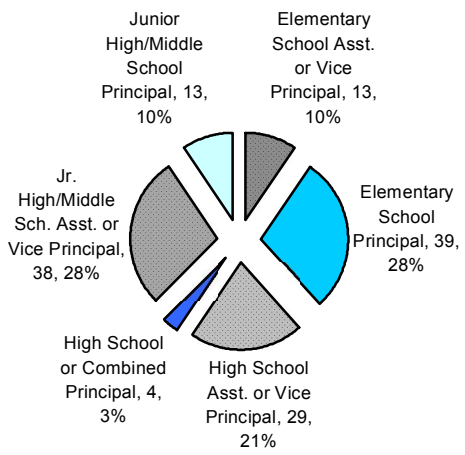
Whereas the IU core campus and Butler have high profiles in Indianapolis, Ball State and other IU regional campuses have significant amounts of program graduates working in Mid-Size cities.



Total Initial Licensures Working in Mid-Sized Cities: Placed and Unplaced Percentages

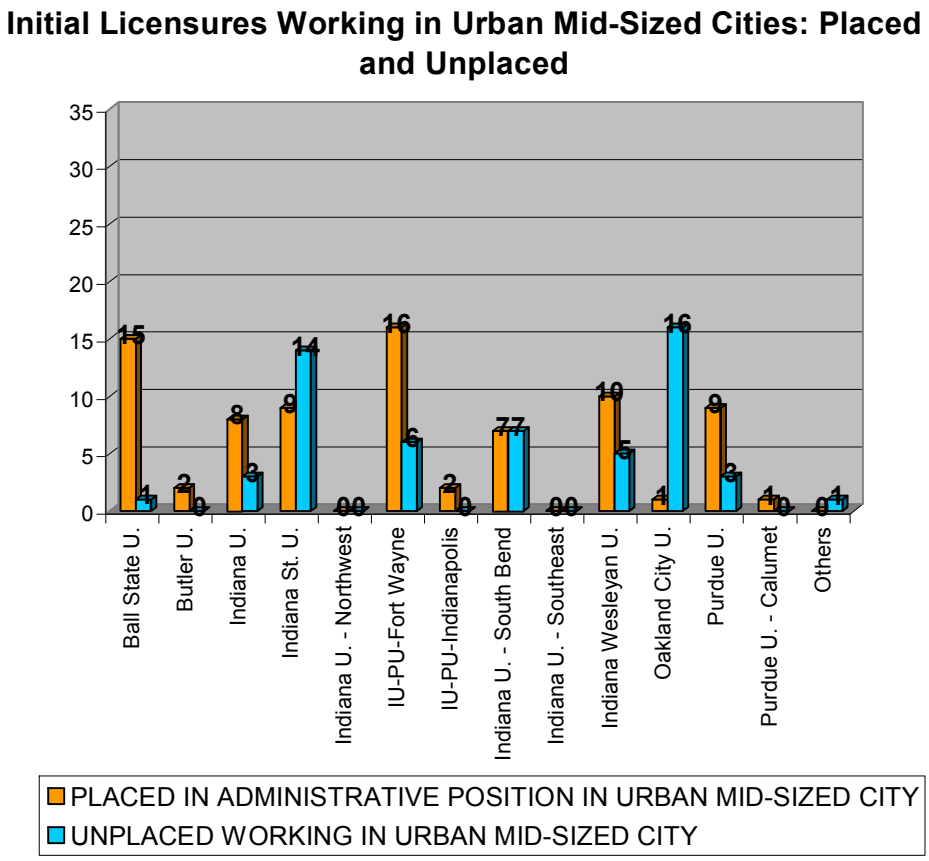


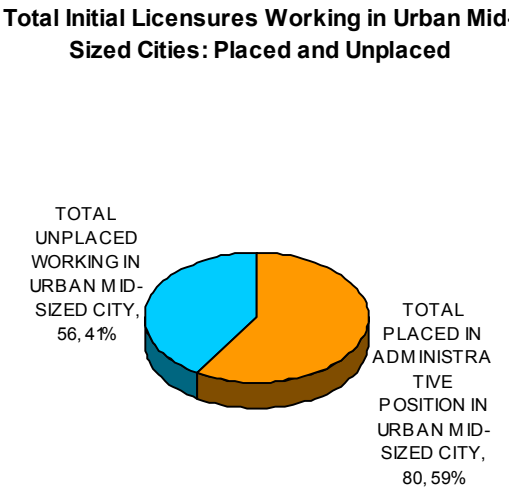
Distribution of Placed Administrators in Mid-Sized Cities by Position

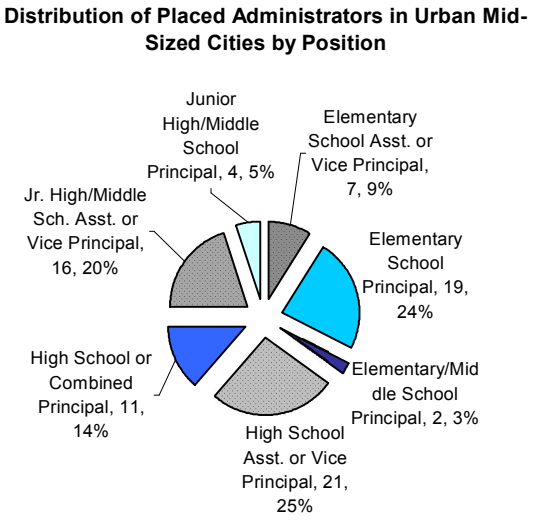


Program graduates in midsize cities have higher placement rates than the state average, and slightly lower than average placement in administrative positions compared to the state average (41% to 45%).

Turning attention to urban mid-size cities, it is noticeable that several institutions (Ball State, IUPU-FW, Indiana Wesleyan, and Purdue) have relatively high placement rates in those areas.



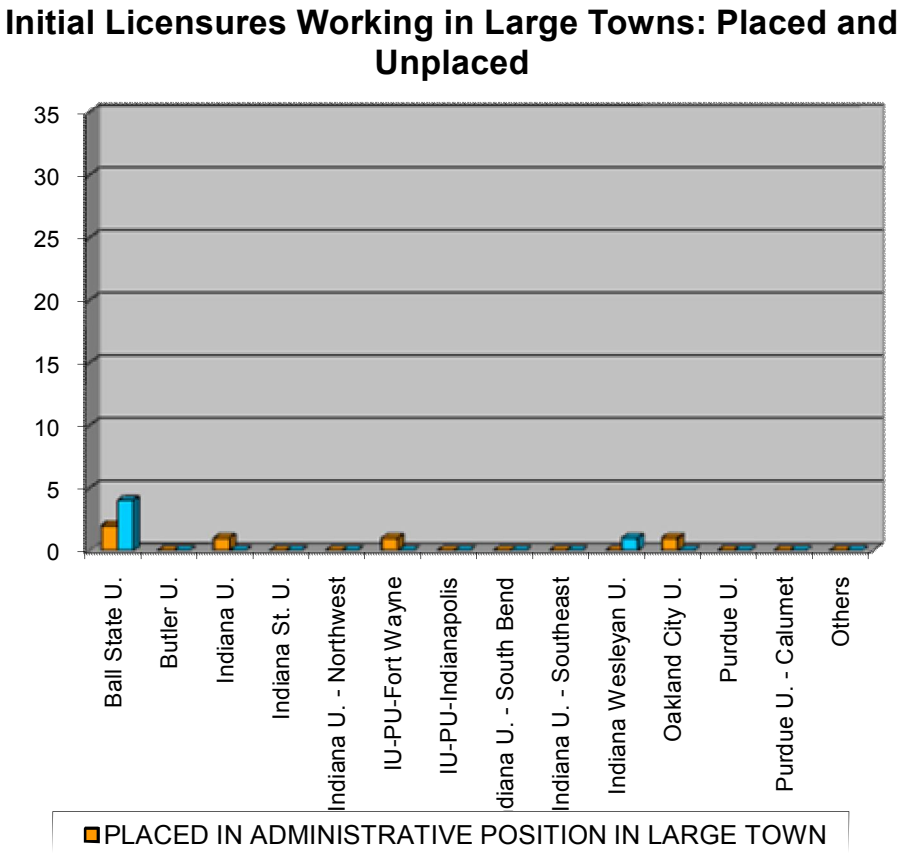




These placement rates continue to be higher than in urban environments and 64% of placed

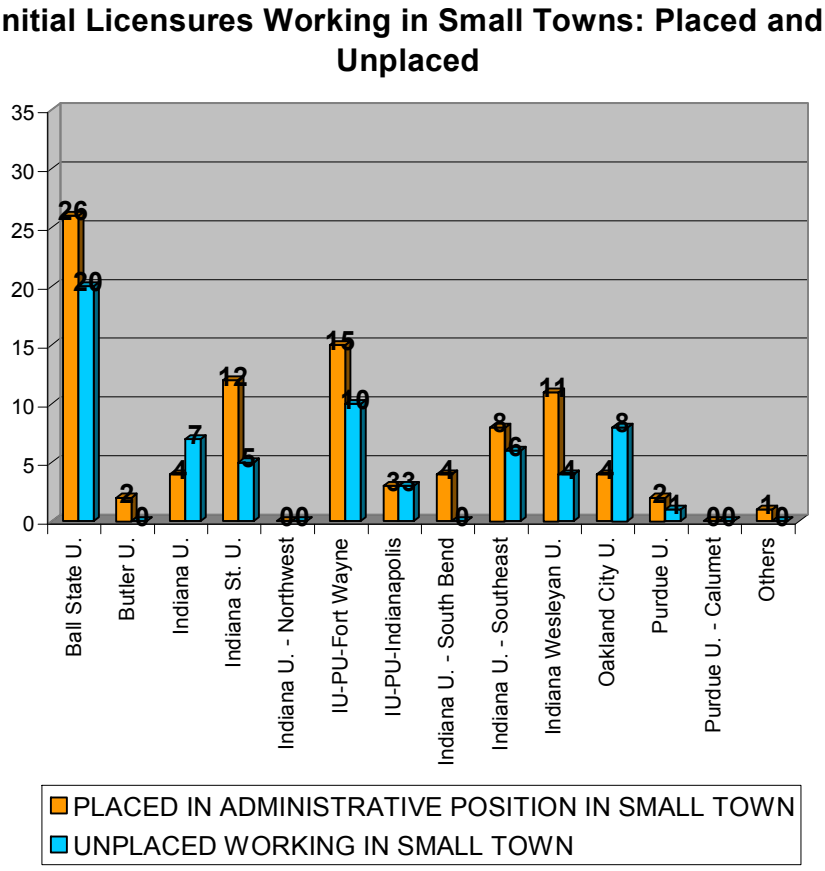
administrators are in secondary level positions, which compares favorably to the state average, 55%.

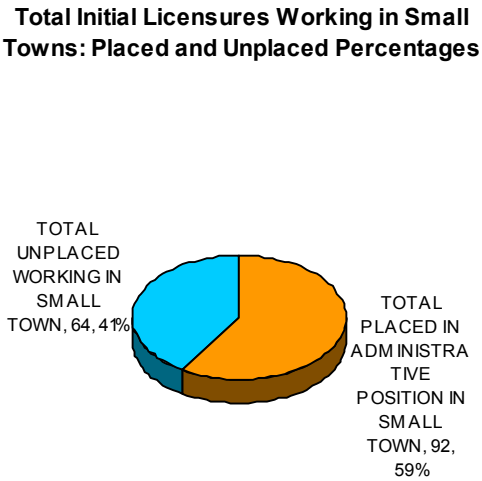
Examining large towns, we see that very few graduates were placed and they were placed exclusively in secondary positions. However, the numbers were so low as to be insignificant for our analysis.

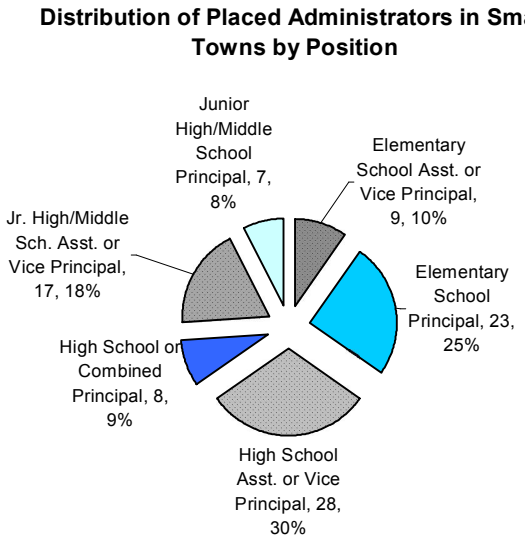


Small town and rural placement rates are generally higher for all institutions and Ball State leads all institutions in the production of licensed program graduates/completers for small towns and rural areas, with Indiana State a close second. IUPU-Ft. Wayne also is producing a significant amount of their licensed administrators for communities listed in these categories. Production for the rural inside MSA (exurbs) is a bit more evenly distributed. This is represented in the next

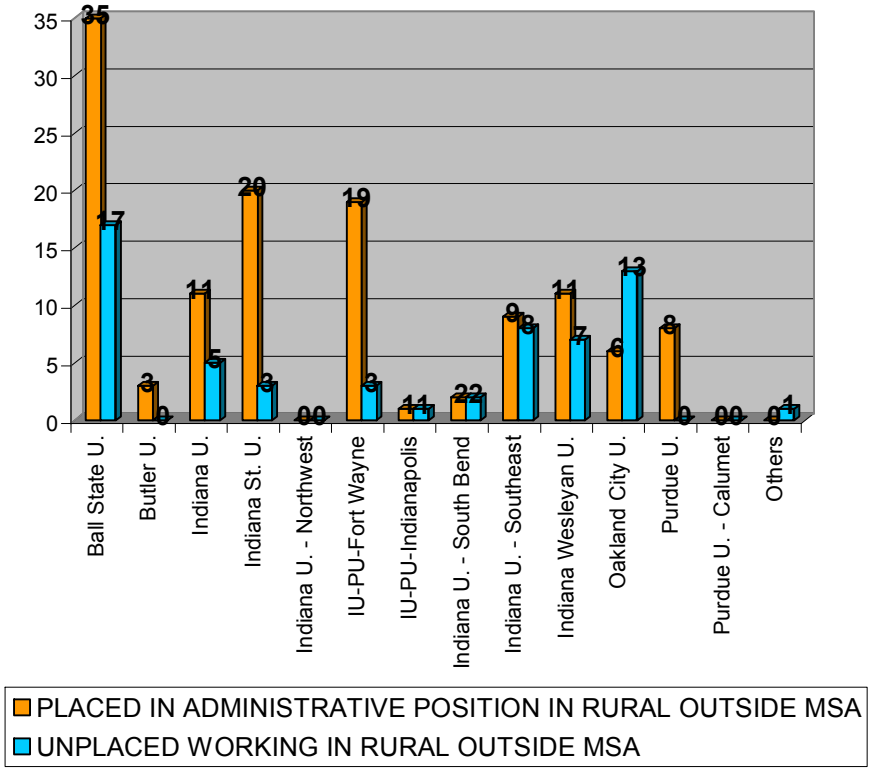
series of figures and charts that profile placement rates in small towns, rural outside MSA, and rural inside MSA.



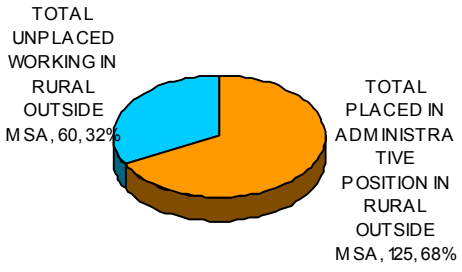




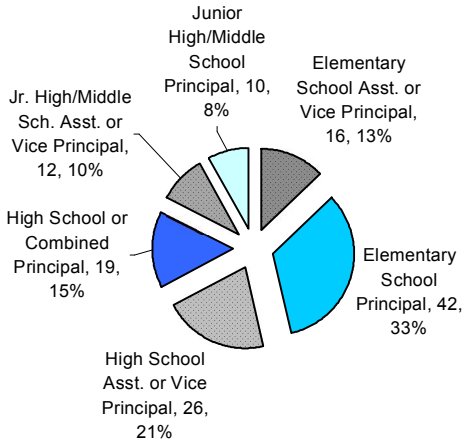
Initial Licensures Working in Rural Outside MSA: Placed and Unplaced



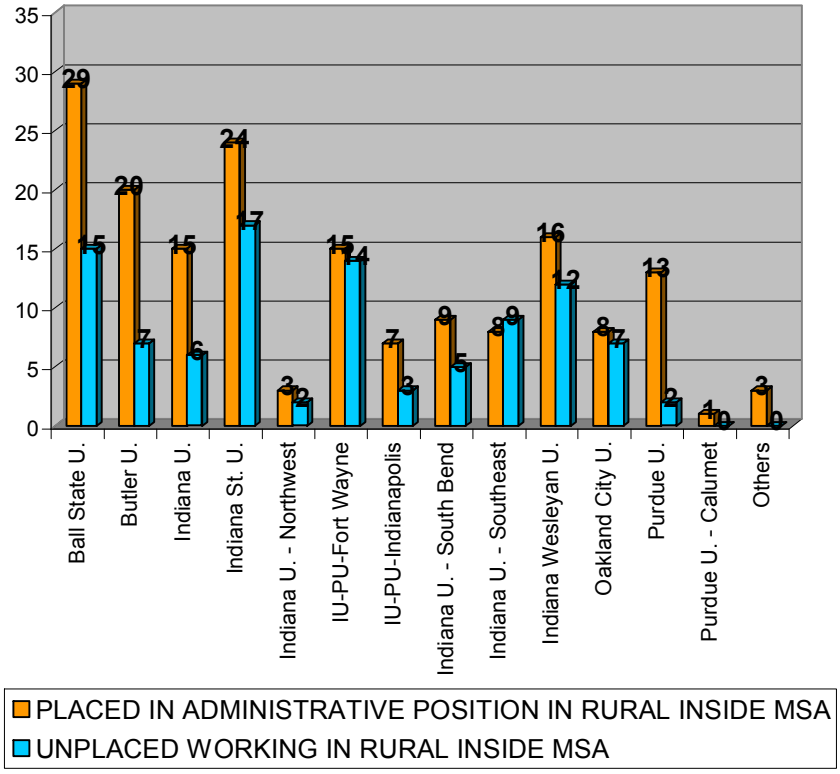
Total Initial Licensures Working in Rural Outside MSA: Placed and Unplaced Percentages



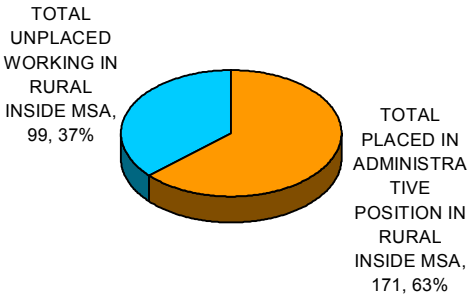
Distribution of Placed Administrators in Rural Outside MSA by Position



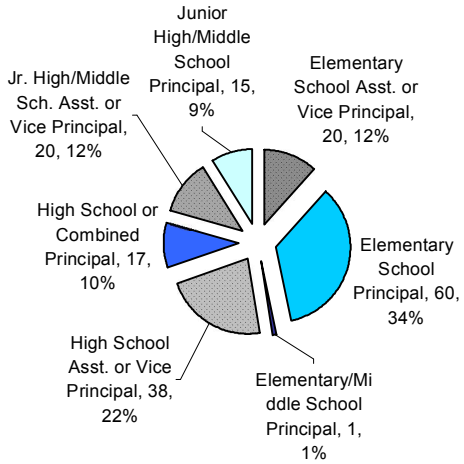
Initial Licensures Working In Rural Inside MSA: Placed and Unplaced



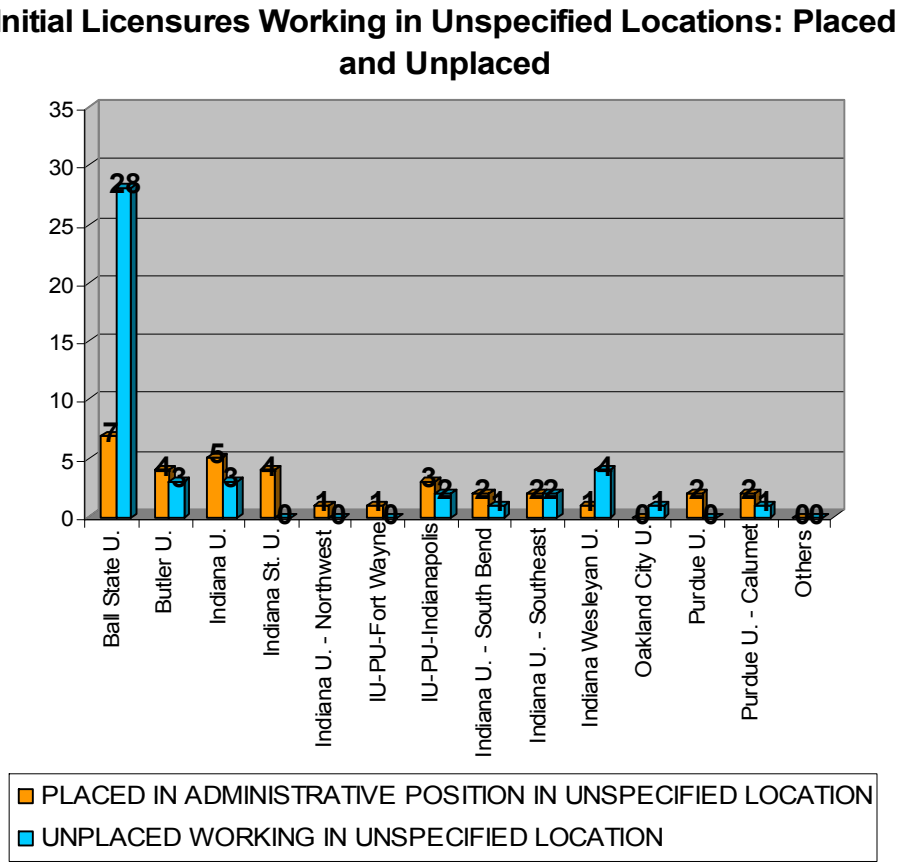
Total Initial Licensures Working In Rural Inside MSA: Placed and Unplaced Percentages

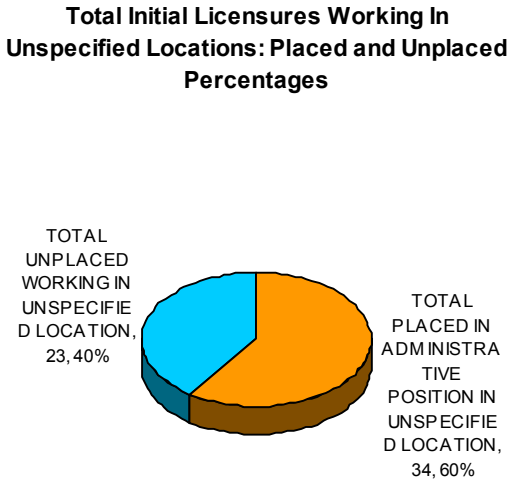


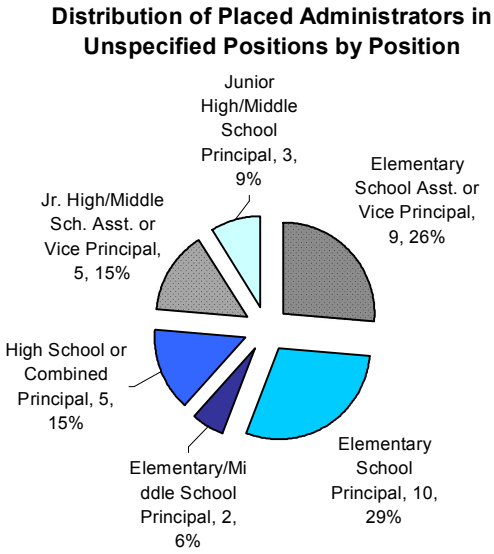
Distribution of Placed Administrators in Rural Inside MSA by Position



There are a significant amount of initially licensed building administrators that are not represented in previous categories and are shown below:



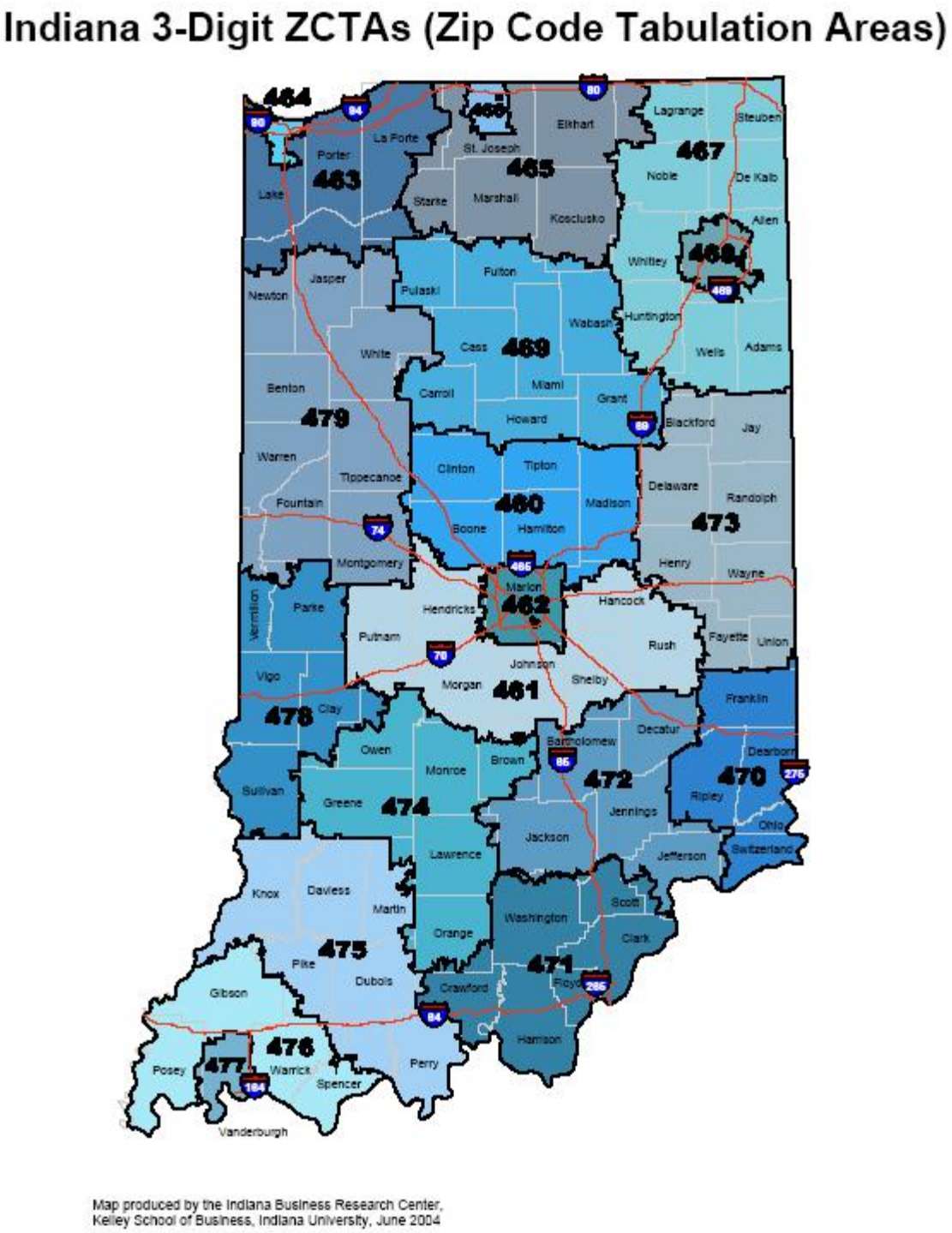




Zip Code Analysis of Placement

We were also able to link program graduates to 3-digit zip codes to further profile geographic distribution of graduates. As we pointed out, our results are consistent with findings from the other statewide study that was recently completed in Utah (Pounder & Hafner, 2006): programs tend to supply communities located next to the main campus with graduates. For example, while 17% of all program completers were employed in Marion County, these placements were dominated by Butler, with nearly all of its completers in Marion County zip codes, and the Indiana University core campus, where two out of three of its program completers found jobs. Interestingly, the fastest growing program and largest producer in 2005, Indiana Wesleyan, is the program whose completers are fairly well distributed throughout the state and whose program is most compellingly described as a statewide program. The program design, in which regionally located adjunct faculty and faculty travel to students to instruct them is combined with sustained statewide recruitment efforts, probably contributes to this statewide presence. Additionally, the online modes of delivery, as well as previously existing statewide alumni networks probably contribute to making Ball State the next most likely program to be considered statewide, closely followed by IU-Bloomington. The onset of statewide delivery reshapes the preparation landscape and has impacted the market share of regionally situated programs, which continue, by and large, to produce administratively licensed individuals for schools located within proximity of campus.

Indiana 3 Digit Zip Code Tabulation Area (ZCTA)	Total Population	School Age Population (5-19)	Total '01-'05 Building Level Administrators Working in ZCTA	Ball State U.	Butler U.	Indiana U.	Indiana St. U.	Indiana U. - Northwest	IU-PU-Fort Wayne	IU-PU-Indianapolis	Indiana U. - South Bend	Indiana U. - Southeast	Indiana Wesleyan U.	Oakland City U.	Purdue U.	Purdue U. - Calumet	Others
ZCTA 460	410766	91689	110	44	19	10	2	0	2	8	0	0	11	3	10	0	1
ZCTA 461	450865	100877	130	28	17	12	14	0	2	21	0	1	21	7	4	1	2
ZCTA 462	861898	181490	260	23	86	37	14	0	4	49	0	0	34	8	5	0	0
ZCTA 463	613149	134755	134	6	1	2	26	32	3	1	5	2	5	2	17	29	3
ZCTA 464	153703	36301	46	0	1	1	2	20	0	0	0	1	4	0	5	11	1
ZCTA 465	445730	106595	97	12	0	7	4	0	18	0	46	1	6	0	1	0	2
ZCTA 466	152469	32120	22	1	0	2	0	1	0	0	17	0	1	0	0	0	0
ZCTA 467	314033	74672	95	16	2	1	2	0	60	2	0	0	11	0	1	0	0
ZCTA 468	288829	64897	64	3	0	1	0	0	49	5	0	0	5	0	0	0	1
ZCTA 469	320261	69438	82	38	3	5	3	0	4	2	2	0	17	1	5	0	2
ZCTA 470	109041	25308	31	8	0	5	7	0	0	0	1	5	0	4	1	0	0
ZCTA 471	265865	56735	63	1	0	1	2	2	0	0	0	55	0	2	0	0	0
ZCTA 472	197632	42533	40	6	1	7	1	0	0	3	0	14	3	5	0	0	0
ZCTA 473	330418	69509	87	66	1	7	1	0	2	3	0	0	4	1	1	0	1
ZCTA 474	244587	52070	72	2	4	33	7	0	1	0	1	1	15	6	1	0	1
ZCTA 475	159208	35672	38	0	0	0	16	0	0	1	0	3	3	15	0	0	0
ZCTA 476	120366	26810	36	0	0	0	9	0	0	0	0	1	2	23	0	0	1
ZCTA 477	174974	35980	44	0	0	1	18	0	0	0	1	1	1	14	0	0	8
ZCTA 478	185164	39071	48	1	0	0	36	1	0	1	1	0	5	2	1	0	0
ZCTA 479	281527	63647	60	6	3	2	16	0	0	2	0	1	6	1	22	1	0

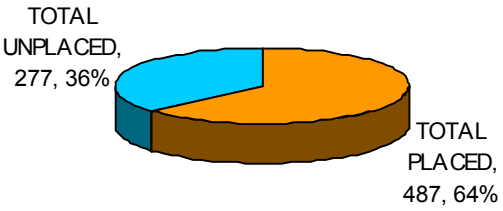


Occupational Placement, by Gender

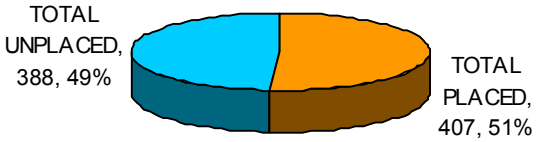
The completer rates show parity across gender statewide for the five year time period, although programs themselves report a higher female (55%) to male (45%) completer rate for the

two year period ending in 2005, indicating a trend towards greater production of female administrators. Nevertheless, Indiana still stands in contrast to other states, which are experiencing even greater enrollment and completion growth amongst women. For example, in Texas 67% of newly certified administrative candidates produced from 1995 to 2005 were women (Fuller & Reyes, 2006). We found that 51% of the total population that received building level administrator licenses between October of 2001 and October, 2005 were women, yet 39.3% of school administrators employed in the state of Indiana during the 2005-2006 school year were women (Indiana Department of Education, 2006). Placement rates from our data are represented in the following pie charts:

Male Initial Licensure Placement in Administrative Positions



Female Initial Licensure Placement in Administrative Position

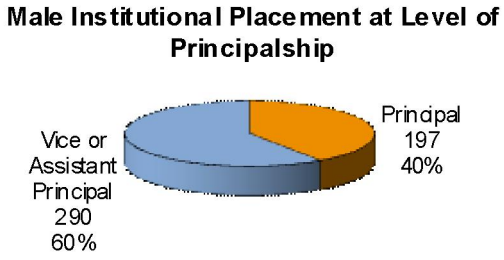


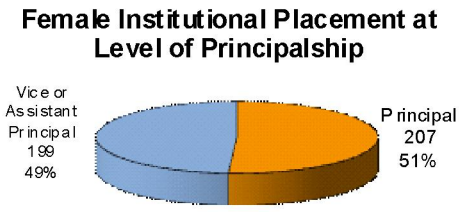
As a reminder, in these figures "Unplaced" represents individuals who received licensure and remained in primarily teaching/non-administrative positions (such as teacher, counselor, department head), while "placed" represents those that are placed in any kind of administrative role within K-12, including principal, assistant principal, or head of school. There appears to be a shift in recently licensed program graduates, as women now constitute a slim majority of graduates (51%) and, of that group of graduates, about half of these women found jobs as administrators in Indiana (51%). While 71% of administrators in Indiana are men, recent male

program graduates (2001-2005) also continue to be placed in administrative positions at a much higher rate than women (64% to 51%).

When we further delineate placement by gender into principal versus vice or assistant principal over the five-year period, a more complicated picture emerges. Of the administrators initially licensed during the five year period included in the study (2001-2005), who also attained administrative jobs in the state of Indiana as of October, 2005, men were placed as vice or assistant principal at a much higher rate than women (60% to 49%). In contrast, a relatively higher percentage of women as compared to men who were initially licensed were employed as principals (51% to 40%).

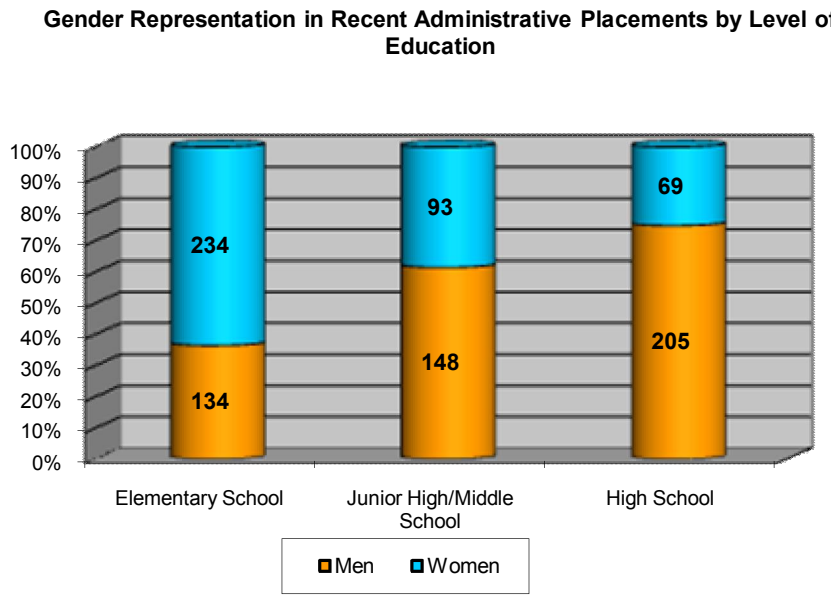
For those placed in positions, 40% of placed males (n=197) are principals and 60% of placed males are assistant principals (n=290). By contrast, 51% of placed females (n=207) are principals and 49% (n=199) are assistant principals. Thus, the numbers of men and women program completers who are principals are roughly equivalent (197-207), but there is a large discrepancy in placement of men and women at the assistant principal level, where many more men (290) have been placed than women (199). This is reflected in the subsequent figures.





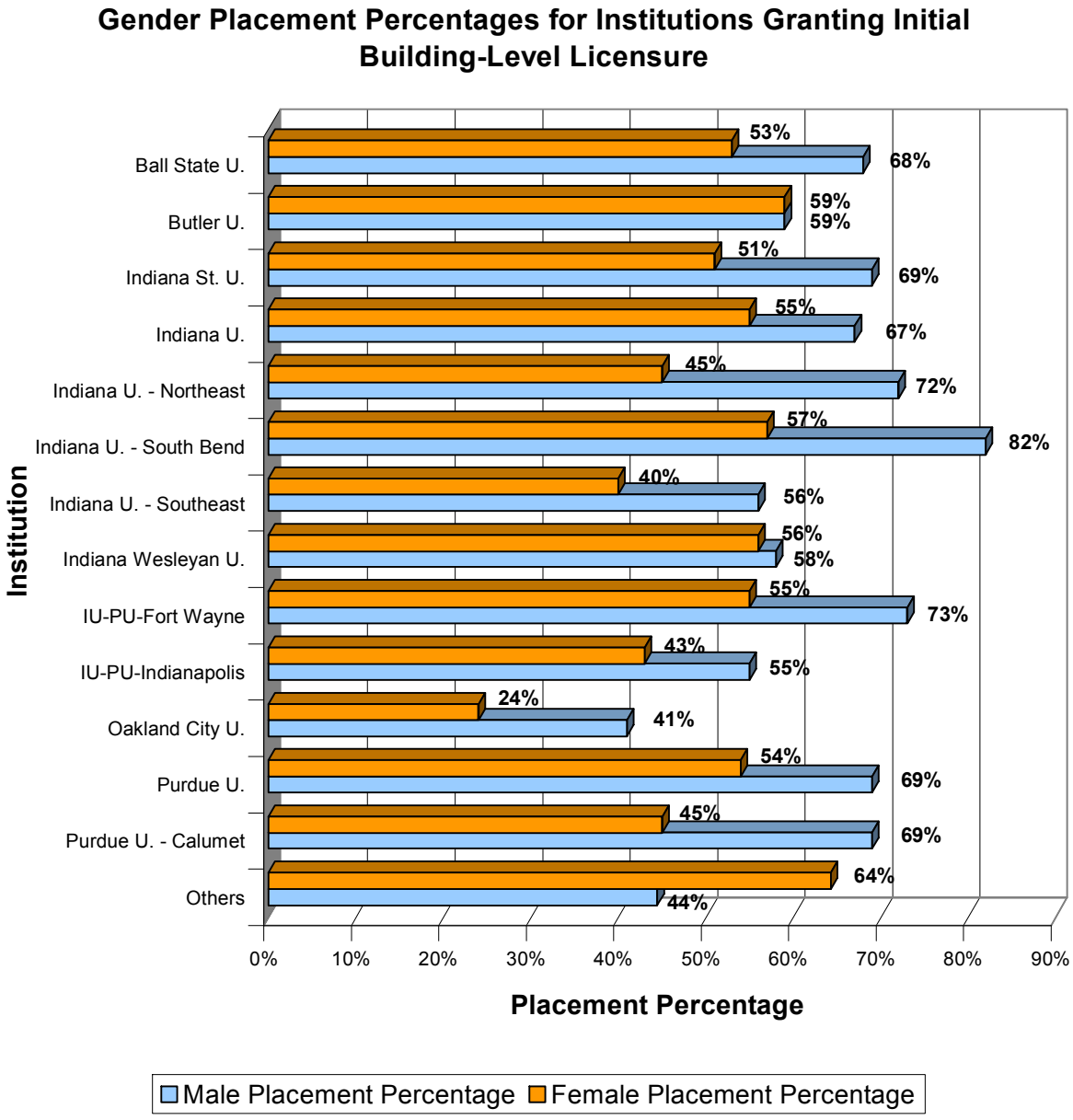
The discrepancy illustrated above can be partially explained by examining gender placement by primary or secondary school placement. At the elementary level, there were a total of 368 assistant and principal placements, and nearly a 2 to 1 placement disparity emerges, with women occupying 63.5% of the positions and men occupying 36.4 % of the positions. Many elementary schools do not employ assistant or vice principals, whereas all but the smallest high schools employ an assistant principal. When the group of October, 2005 administrators who received initial licensure within the previous five years is examined, the largest amount are leading in elementary schools, followed by high schools, and then Junior High or Middle Schools.

Of the 241 Middle or Junior High Placements, 6 out of 10 placements are men. At the high school level, the male placement advantage is even more marked, as of the 274 placements, 3 out 4 (74.8%), are occupied by men. Given that the assistant principalship is often seen as a first step towards other administrative positions, programs and other stakeholders should examine this outcome data more closely. The gender disparity in assistant principal placement rates also impact career paths of women who aspire to secondary school principal and superintendent positions.



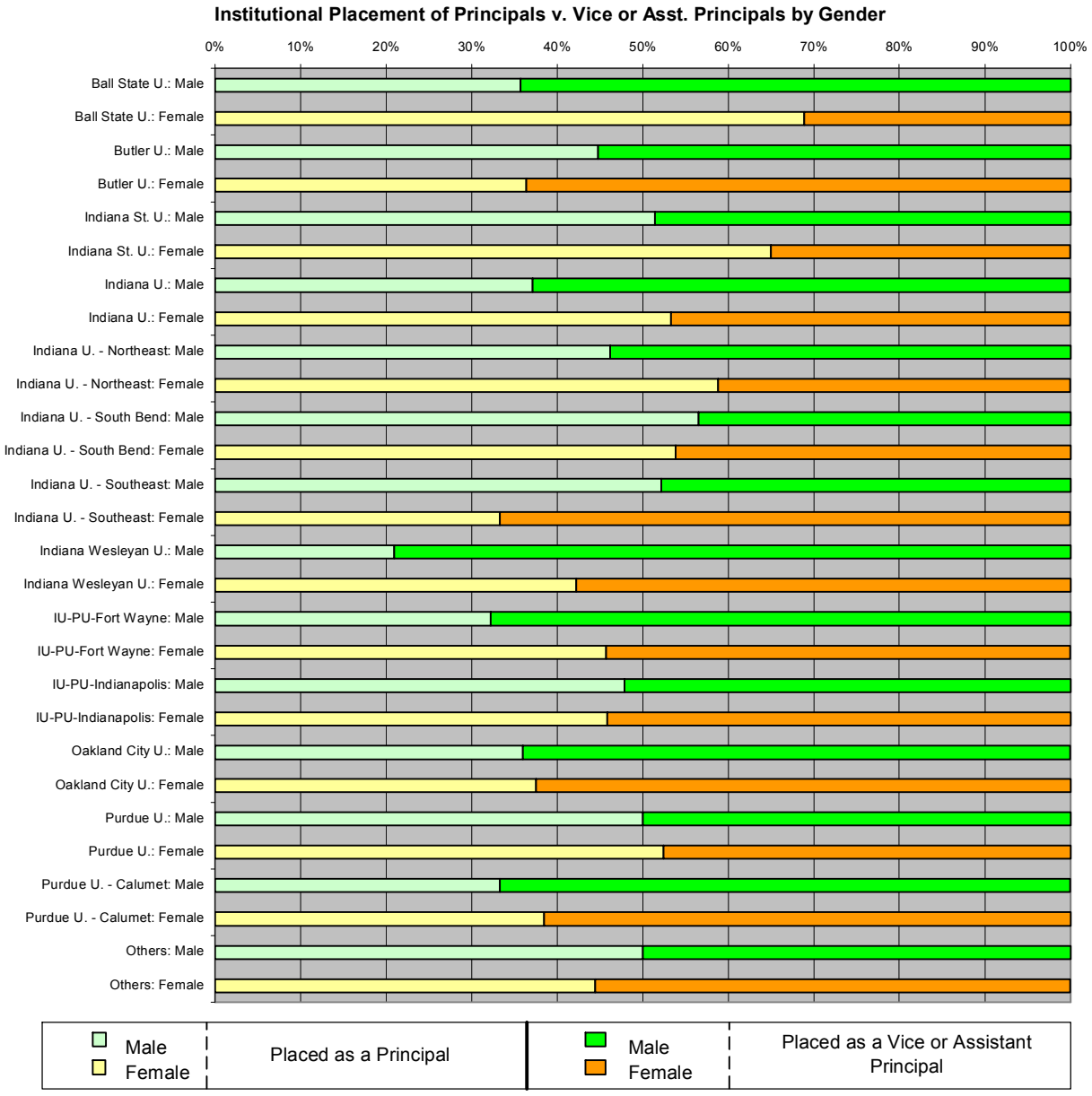
Program Placement, By Gender

Generally, programs place men more frequently than women. With the exception of Butler and the smaller programs that produced only a handful of building administrators (less than 10 total licensed graduates amongst them), all programs had higher placement rates for their male graduates. Placement rates for men ranged from a high of 82% at IU-South Bend to 41% at Oakland City (licensed graduates/completers in administrative positions as of October, 2005). Women graduates from Butler had the highest placement rate (59%), while those from Oakland City had the lowest (24%). The programs with the least difference in gender placement rates by were Butler (no difference) and Indiana Wesleyan (2%), while the programs with the greatest differential in placement rates were smaller programs with lower numbers of graduates: IU-South Bend (25%), Purdue-Calumet (24%), as well as Indiana State and IUPU-Fort Wayne (both at 18%). Larger than 20% gender placement rate disparities are evidenced in smaller programs, with smaller numbers of completers: IU-Northwest (72% men, 45% women), IU-South Bend (82%-57%), Purdue-Calumet (69%-45%). More complete information is represented below:



Looking more closely at program placement rates of men and women program graduates who did attain an administrative position, we find wide variation within programs. For example, 63% of Indiana University (core campus) graduate male administrators were employed as assistant principals, while 37% were employed as principals. Women administrators from the IU-core campus programs were less likely to be assistant principals (53%), but were more likely to be principals (47%). The largest discrepancy is exhibited in the patterns of individuals

completing Indiana Wesleyan's program. Seventy-nine (79) percent of the males prepared in the program were employed as assistant principals, while 21% were principals. Women administrators receiving licensure after completing the Indiana Wesleyan program were employed in the assistant principal position (58%) at a different rate than as principals (42%).



A more comprehensive representation of program placement information is represented below:

Institution	Male Placement %	Principal	Assistant or Vice Principal	Female Placement %	Principal	Assistant or Vice Principal	Elementary School Asst. or Vice Principal		Elementary School Principal		Elementary/Middle School Principal		High School Asst. or Vice Principal		High School or Combined Principal		Jr. High/Middle Sch. Asst. or Vice Principal		Junior High/Middle School Principal	
							Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Ball State U.	68%	35	63	53%	42	19	14	9	16	24	0	0	33	5	12	2	16	5	7	6
Butler U.	59%	17	21	59%	16	28	6	14	9	13	0	0	7	6	4	1	8	8	4	2
Indiana St. U.	69%	36	34	51%	26	14	2	1	10	19	2	0	22	6	16	3	10	7	8	4
Indiana U.	67%	13	22	55%	24	21	0	16	8	19	0	1	10	3	1	1	12	2	4	3
Indiana U. - Northeast	72%	6	7	45%	10	7	0	1	2	8	0	0	3	5	1	0	4	1	3	2
Indiana U. - South Bend	82%	13	10	57%	14	12	0	5	9	11	0	0	6	2	2	1	4	5	2	2
Indiana U. - Southeast	56%	12	11	40%	6	12	0	5	5	5	0	0	4	3	5	1	7	4	2	0
Indiana Wesleyan U.	58%	9	34	56%	19	26	10	10	4	14	0	2	15	8	3	0	9	8	2	3
IU-PU-Fort Wayne	73%	19	40	55%	16	19	2	4	7	11	1	0	19	6	8	4	19	9	3	1
IU-PU-Indianapolis	55%	11	12	43%	11	13	2	4	7	10	0	0	6	3	1	1	4	6	3	0
Oakland City U.	41%	9	16	24%	3	5	1	2	4	3	0	0	7	1	3	0	8	2	2	0
Purdue U.	69%	12	12	54%	11	10	1	3	7	9	0	0	9	3	3	0	2	4	2	2
Purdue U. - Calumet	69%	3	6	45%	5	8	1	3	3	5	0	0	2	2	0	0	3	3	0	0
Others	44%	2	2	64%	4	5	0	1	1	2	0	0	2	0	1	2	0	4	0	0
TOTALS	63%	197	290	50%	207	199	39	78	92	153	3	3	145	53	60	16	106	68	42	25
PERCENTAGE	-	40.5%	59.5%	-	51.0%	49.0%	33.3%	66.7%	37.6%	62.4%	50.0%	50.0%	73.2%	26.8%	78.9%	21.1%	60.9%	39.1%	62.7%	37.3%

Previous principal and superintendent survey results in Indiana found that women who became principals or superintendents had fewer years of building-level administrative experience and more years of teaching experience than men, a pattern evidenced across the country (Gates, et. al, 2004; Fuller, Orr, & Young, 2005; Orr, 2006). Another recent national study found that perhaps because of their added teaching and other instructional leadership experience, being a woman was a statistically significant variable in terms of measured school leadership efficacy (Orr & Orphanos, 2007). Women also tried to recruit promising minority and female candidates to the principalship more often than males (Balch, 2003b). Balch suggested that the role of gatekeepers such as school boards should be examined. Our analysis and other study of women

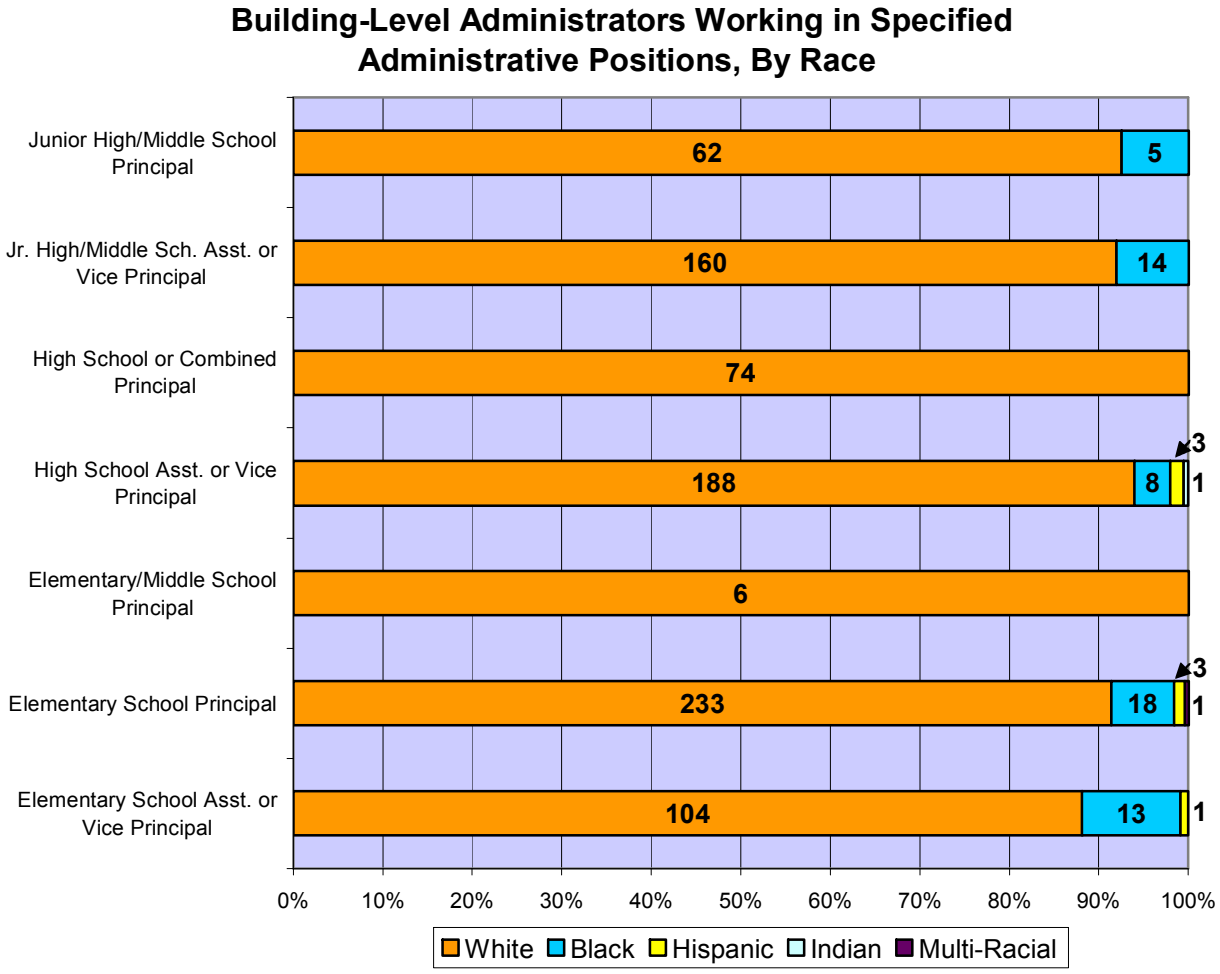
leaders suggests that a complex range of gatekeeping processes might be at play and need to be addressed by a variety of stakeholders (Rusch, 2004).

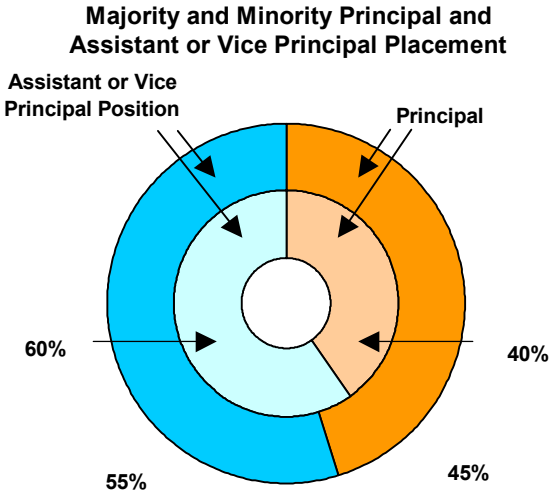
Occupational Placement, by Race/Ethnicity

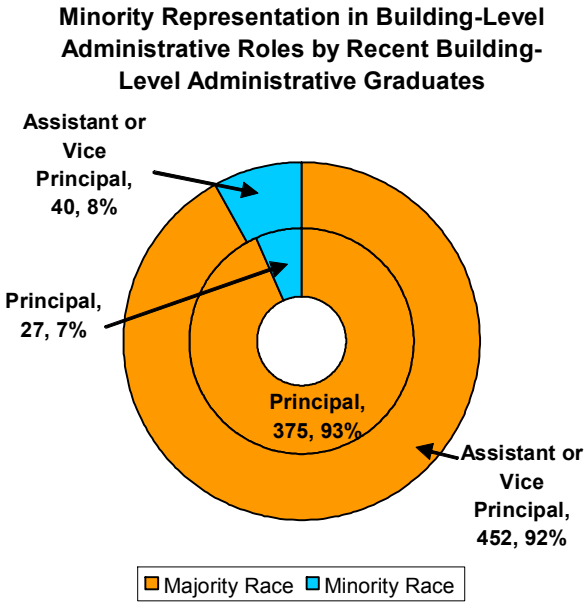
The under-representation of minorities in Indiana building administrator preparation programs vis-à-vis student enrollment is clear. During the 2005-2006 school year, the Indiana student population was 78% White, 12% Black, and 6% Latino. Yet, total minority representation in building level administrator programs was 8.7%. Nevertheless, minority placement rates at the administrative level compare favorably with the teaching force in Indiana, which during the 2005-2006 school year was 94.5% White and 5.5% minority. Thus, the primary minority applicant pool for programs (5% of public school teachers teaching force in Indiana), was just over 3,300 teachers for the 2005-2006 school year. Other states, such as Texas, have also provided greater access to licensure for minority candidates through alternative certification routes. As a caveat, access to principalship positions for alternatively certified minority candidates appears lower than for those minority candidates who take traditional University-based preparation program route (Fuller & Orr, 2006).

Overall, the administrative placement rate is differentiated across race with 58% of White completers (n=1,423) from 2001-2005 being placed in administrative positions, while 48% of Black candidates (n=121) were placed, compared to 54% of Latino candidates (n=13). Of initial license-holders from 2001-2005 that are placed, Whites occupy 93% of principalship positions and 92% of assistant and vice principal positions. Of White candidates that are placed, 45% are in the principalship and 55% are assistant or vice principals. Of minorities placed (African-American and Latino), 40% were placed in the principalship and 60% were placed in assistant principal positions. As the number of initially licensed program completers that are minority and

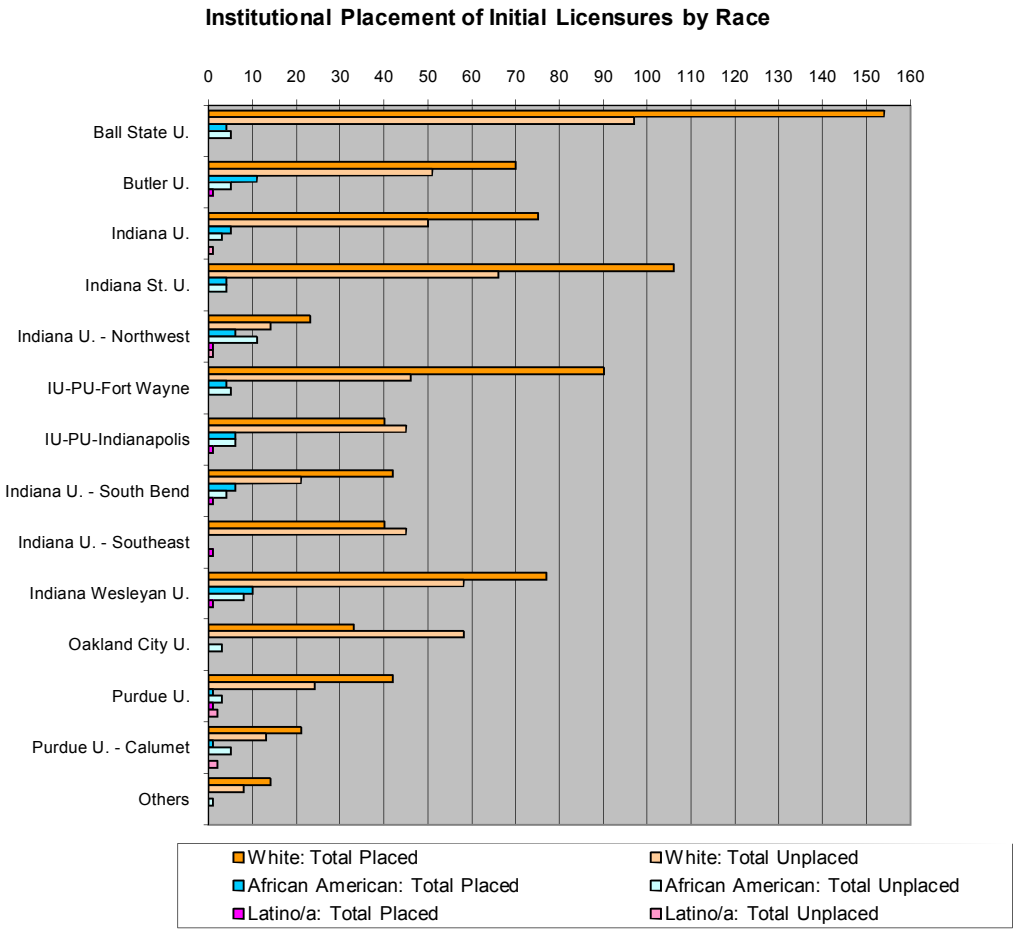
placed is small (136 for the five year period for the state), programs have small number of minority placements. One noteworthy fact is that of the 74 initially licensed administrators in the data set who attained positions as a high school principal, not one was of a racial/ethnic minority group. More information is presented below.







The minority placement rate is differentiated across institutions: the highest number of minorities have been placed out of IU Core campus (minority program completers placed n=22; a 57% minority placement rate) followed by Indiana Wesleyan (n=19; 56%), IU-Northwest (n=19; 35%), and Butler (n=17; 69%), IU South Bend (n= 11, 67%) and Indiana State (n=8; 50%). Given the small number of minorities produced and relatively lower placement rates of minorities, in comparison to Whites, in administrative and in particular principalship positions, programs should carefully examine their recruitment and placement procedures and the state should consider designing supports in pre-service and post-service education.



This presentation of placement trends across the state should prove useful to programs and state policymakers and should generate further questions for inquiry around issues of production, placement, access, and program purpose. The type of analysis generated here could be generated by a consortium of programs with state or foundation support and would provide an avenue to collectively think about different niches for programs. The consortium could also wrestle with

issues such as licensure overproduction and the need to develop close ties with districts not only to track program graduates over time, but to assist in appropriate placement and ongoing professional growth. While a license provides an opportunity to become an administrator, many are opting not to become administrators. The literature suggests this happens for a variety of reasons, but perhaps more attention should be given to teacher leadership development, given the complex and distributed nature of effective school leadership and the desire of many program enrollees to take on leadership responsibilities outside of traditional administrative roles (Davis, Darling-Hammond, LaPointe, & Meyerson, 2005; Grogan & Andrews, 2002; Kochan, Bredeson, & Riehl, 2002; Lashway, 2003). The data also suggest enduring disparities in production and placement across gender and race/ethnicity remain.

While Section 5 presented statewide production and placement trends across occupation, region, gender, and race with some examination of program specific outcomes, Section 6 presents a collective portrait of Indiana's principal preparation across multiple program characteristics.

6. State of the state: Building-Level Administrator Program Characteristics

Introduction

In this section, we present findings from the program narrative reports received from all 17 approved building-level administrator preparation programs in the state of Indiana. As a primary goal of the report was to capture and describe trends in the state of building-level preparation in Indiana, not to evaluate specific programs, programs are not identified by name in this section, but rather identified by a randomly assigned number. We intentionally took this approach in order to protect programs, to as realistic an extent as possible, from selective and preconceived notions participating analysts and readers might bring to their analysis and interpretation of the results. This also was a strategic and successful decision to encourage full program participation, as program representatives were informed in the program narrative that the information they provided was not to be linked to a specific program in the final report. The descriptive analysis contained here, however, informs state-level policy and should spur program-level formative inquiry and comparative assessment.

In attempting to describe the "state of the state" of building-level administrator preparation programs in Indiana, we needed to develop a means of capturing program structures, activities, and characteristics. The project team developed and disseminated a program narrative research instrument designed to gather both descriptive and narrative information on all building-level licensure and Masters plus licensure preparation programs. The program narrative content

and structure design was the result of a review of educational leadership program content and evaluation literature, as well as meetings with national consultants and representatives of other Indiana principal preparation programs conducted in the Fall of 2005 and early 2006. The Indiana program narrative was finalized, after multiple drafts, and sent to Educational Leadership program chairs and College of Education Deans. The topical areas covered in the program narrative instrument are:

A. *Rationale*
B. *Leadership Standards*
C. *Program Structural Elements*
D. *Candidate Admission*
E. *Candidate Assessment*
F. *Program Curriculum and Curriculum Sequence*
G. *Teaching Methods and Pedagogical Approaches*
H. *Program Evaluation and Continuing Assessment*
I. *Program Field Experiences*
J. *Program Recruitment Strategies*
K. *Program Faculty*
L. *Program Strengths and Limitations*
M. *Distinctive Program Elements*

Within each of these topical areas, sub-questions guided the responses from each of the 17 building-level administrator programs. We also requested confirmatory evidence whenever possible. The analysis of program characteristics emerged from this data is presented in subsections that reflect each of the program areas of interest to us. Section 6 unfolds in a manner that reflects the structure of our program narrative, providing a descriptive analysis of the narrative data and supporting evidence we collected across the different program areas. The data we collected, while extensive, was also quite varied across programs, with some programs submitting rather extensive responses and supporting documentation, while others did not respond to requests for information in a few of the narrative inquiry sections and did not provide any supporting documentation. Attempts were made to be as comprehensive as possible and the

reported responses were triangulated with documents gathered from program websites, brochures, and any state-level reports or other sources of information.

In many ways, readers might find this section helpful as a confirmatory statement- it will reveal trends or characteristics that many familiar with the field already knew or suspected. For example, most classes are offered at night or on the weekend during the fall and spring and all programs report alignment to the Indiana Building-Level Administrator Standards. However, in other ways the report finds some interesting and perhaps less well known results around enrollment, program structure, faculty, and other areas.[4]

A. Program Mission and Rationale

The reported rationales and missions of each of the programs reflect the wide and varied nature of the institutions that offer building-level leadership licensure. Murphy (1999a, 2006) has argued that programs can and should have a range of principles or rationales that guide programs. He argues but that evidence should be used to assess the extent to which the programs' operationalize those principles and evaluate the efficacy of their approaches in relation to the programs' stated rationale. In Indiana, program missions and rationales range from building a national profile on leadership preparation and research to serving specific community regions of the state with well-prepared educational leaders, to providing faith and value-centered preparation alternatives. Nevertheless, program mission statements tend to stress a few similar themes across programs.

[4] Unless otherwise noted, the descriptive analysis and "mapping" of Indiana Building-level Administrator programs presented in this section apply to the combination of licensure-only and Masters plus licensure programs.

Program Mission Statements

Nearly all programs stress the development of purpose and values for school leaders. Specific values emphasized differed among universities, with a large number choosing to stress Christian-based perspectives. In addition, the following themes were also present in some program missions:

- Leadership of learning
- Creating knowledge and learning organizations
- Service-based focus
- Competent, caring, compassionate, ethical leaders
- Change agents
- Reflective leaders
- Experiential learning
- Problem solvers
- Application of theory along with practical/extensive field experiences

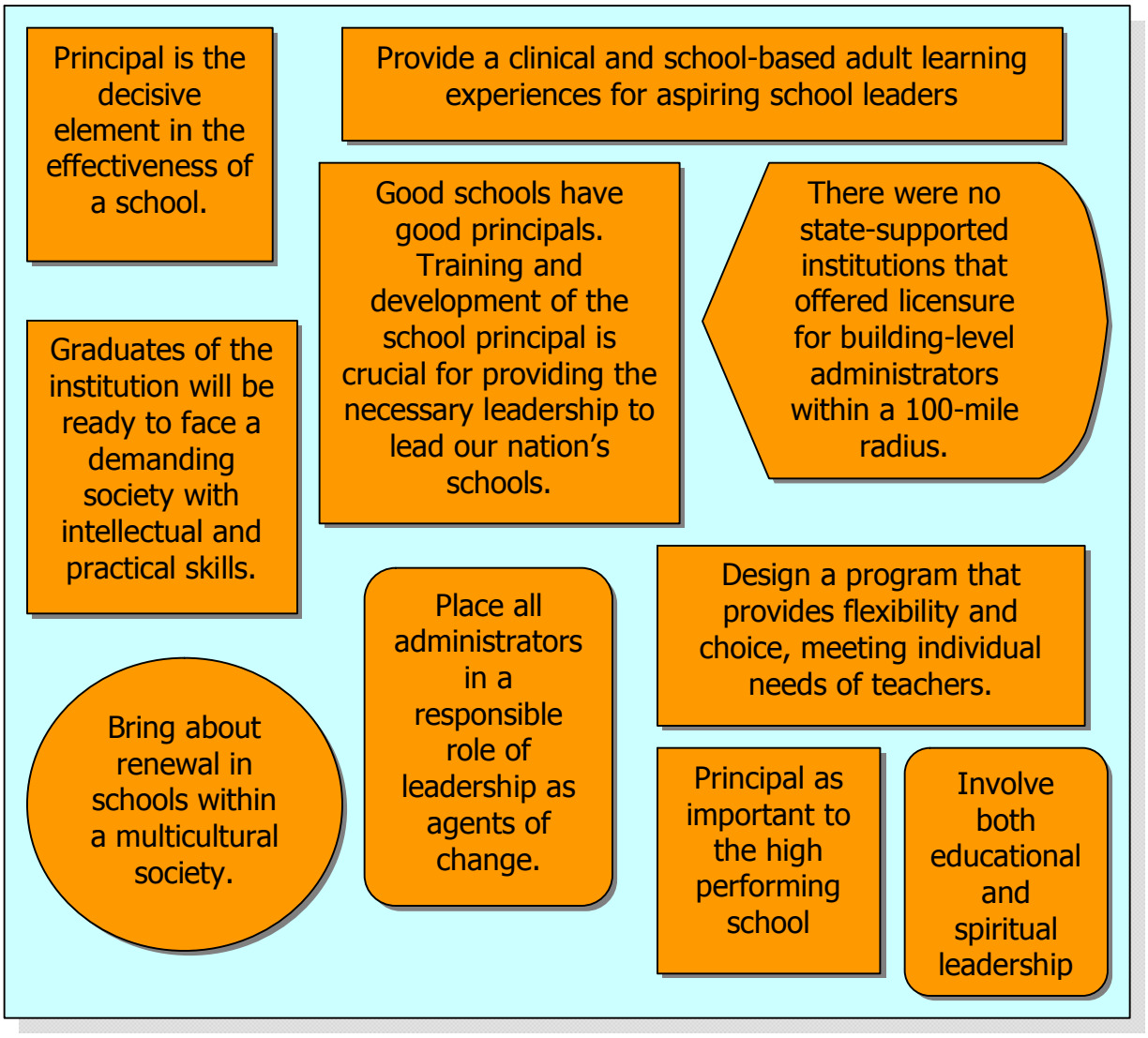
For the most part, it was hard to identify themes across programs and many programs did not address similar themes, such as diversity. The standards based themes of proper skills, knowledge, and dispositions for school leaders were frequently mentioned in discussion of program missions. Additionally, one theme that clearly emerged across programs, was a focus on leadership instead of administration. While the term administration appeared in some statements, all programs identified as a goal of their program to serve and develop leadership in schools. This reflects a contemporary and expansive notion of leadership that is differentiated from more narrow conceptions of administrators who are competent managers. Thus, the state-level language of "building level administrator" might be changed to reflect the leadership orientation of the field.

The following is a select and representative list of mission statements from the seventeen building-level leadership programs located across the state of Indiana:

- To prepare professional educators who have the knowledge, skills, dispositions essential for becoming reflective professionals, master educators, and educational leaders.
- To prepare engaged educational experts who are sensitive and responsive to the contextual bases of teaching, learning and development.
- To promote academic knowledge, technological skills, pedagogical proficiency, life-long learning, Christian ethical and moral values, enhancement of each candidate's intellectual, spiritual and social development, and community service through positive leadership.
- To provide the best possible experiences for educators to become school leaders of the highest order. Our program is founded on the principles of [the school of education], which is dedicated to helping students in their quest not only for knowledge and useful skills, but also for maturity in understanding, personal values, and Christian faith.
- To prepare administrators for professional service and leadership.
- To be the premier program in the preparation of working professionals for administrative leadership in elementary, secondary, and post-secondary education.
- To transform educational institutions into nurturing and effective organizations through the creation and application of knowledge, skills, and attitudes developed through the collaborative preparation of educational leaders. Our unit should: a) be nationally recognized as creating a knowledge base to guide practices of educational organizations, b) be recognized in the state as a premier institution for preparing educational leaders, and c) be recognized in the state as the premier institution to set the agenda for educational practices that lead to quality schools.
- To become lifetime advocates for Catholic education as leaders who serve the Church's most valuable asset: her children.
- To prepare highly qualified school leaders who serve children by providing exemplary leadership.
- To develop high quality, caring professionals who stimulate continuous renewal of schools within a multicultural society.
- To prepare school leaders who understand a Christian perspective of life and their profession, and who will model how the Christian faith can be an integral part of the role of a teacher in both public and private schools.
- To reflect the themes of creating knowledge, developing practice, and fostering relationships.
- Provide a clinical and school-based adult learning experience for aspiring school leaders by encouraging, empowering, and equipping them as visionary servant-leaders who model Chrislikeness; and who are able to facilitate a culture conducive to optimal social, emotional, and spiritual health and well-being, continuous improvement, and successful learning for all students and adults.

Rationale

Related to the program mission statements are program rationales. While the mission statement addresses what the programs hope to accomplish and how those goals will be accomplished through the building-level leadership program, the program rationale serves to underpin specific programs' merit. Not all programs responded to the inquiry regarding program rationale in the same way and many of the program rationales closely reflected program mission statements. The following illustration highlights many of the different program rationales:



The figure illustrates that the programs' rationales' language and content are eclectic. Some address school change, some address leadership, others address more school specific features, while others are tied to serving the educational institutions of the area.

B. Standards Based Alignment in Programs

All programs reported functioning under current Indiana Division of Professional Standards (IDPS) rules as they aligned their programs to the Indiana Division of Professional Standards' Building-Level Administrator Standards. The programs also reported alignment to the Interstate School Leadership Licensure Consortium (ISLLC) standards, which form the basis of the Indiana Rules 2002 standards and were created by the National Policy Board for Educational Administration. There was little elaboration on this alignment with IDPS and ISLLC standards. The evidence provided of such alignment to the standards are program matrices documenting alignment to program curriculum and, in some programs, selected syllabi also specifically address which standards the course curriculum is intended to promote. Most building-level leadership programs in this state are units within colleges of education that have undergone NCATE review and have spent considerable effort in aligning programs to broader NCATE standards. The only programs that are not presently reporting NCATE approval for the individual building-level leadership advanced programs are those programs that have been recently approved by the Teacher Education Committee of the IDPS to offer building-level leadership licensures and have yet to undergo NCATE review. To align the program with the IDPS and ISLLC standards and to provide evidence of such alignment to NCATE, most programs reported

developing and utilizing a program map or matrix to align the curriculum to corresponding standards.

The relative age of the building-level leadership programs impacts whether the program was redesigned to meet new standards or was developed under the present standards. Nearly half of the principal preparation programs received initial approval after the passage of the Rules 2002 standards. Five programs related information in regard to their individual program redesigns to meet Rules 2002. The following response from Program 15 shows some insight regarding program redesign work:

> When the educational leadership program was first designed, it was organized around 4 domains. These domains included Communication and Interpersonal Relationships, Leadership and Organization, Teaching and Learning, and School-Community Relations. All coursework was connected to at least one domain. Students completed a group problem-of-practice (POP) for each domain rather than the traditional internship. The POP groups were assigned to one of the four major school corporations represented on the advisory board. … Guidelines were developed for the site administrators who worked with the educational leadership students on their specific POP. In 2000 the program was aligned with the content standards for Building Administrators adopted by the Professional Standards Board, now the Division of Professional Standards. … The original domains could easily align with these standards organized around knowledge, performances, and dispositions.

Further, because some programs are dealing with preparation of candidates for multiple states, their experience in regards to particular standards has been distinct. For instance, one program provided this information in their narrative:

> The program was initiated in Spring 1991. It was not created using educational leadership standards. It began to incorporate the ISLLC

> standards in 1997 in response to the adoption of the ISLLC standards by the Kentucky Educational Professional Standards Board. Since a number of the candidates were seeking license in Kentucky the program decided to address the ISLLC standards to meet the needs of the Kentucky candidates. Kentucky required the SLLA exam for licensure before Indiana required it.

Because of the prominence of the ISLLC standards, there is no evidence of vastly different standards schemes across neighboring states that are causing internal tension within the multiple state preparation programs, although it became apparent that different curriculum tracks or course sequences (with a handful of differentiated classes) were developed in response to different state licensure requirements.

In addition to the DPS standards and the ISLLC standards upon which they are aligned, there are also other standards to which programs are aligning themselves. Two programs reported alignment with the Interstate New Teacher Assessment and Support Consortium Standards (INTASC) that were facilitated through the Council of Chief State School Officers. One program reported alignment with the National Board of Professional Teaching Standards (NBPTS) because of their close alignment of the building-level administrator program with their Master's in Teaching program that leads to National Board Certification. Program 2 reported alignment with both the INTASC and the NBPTS standards. They report that "five themes or guides have been developed to facilitate and organize individual candidate assessment and aggregate program evaluation. These themes are specifically based on the INTASC principles, NBPTS propositions, and ISLLC standards."

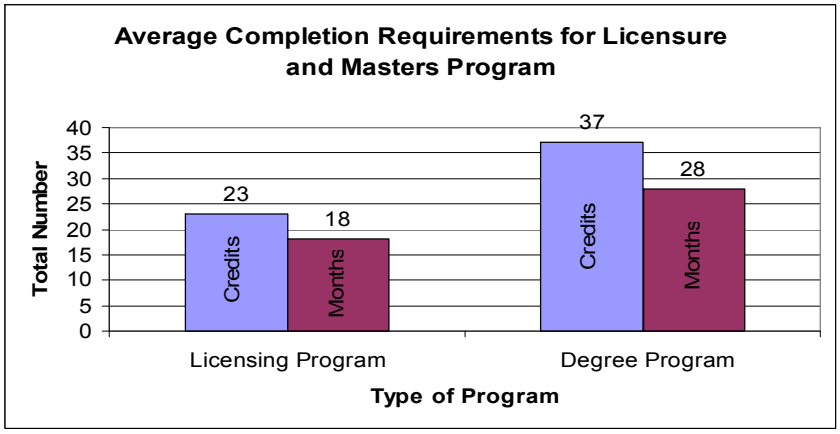
C. Program Structural Elements

In Indiana, building-level administrators must have, at a minimum, a Masters degree, two years of teaching experience, and must pass the state leadership licensure assessment (SLLA) in order to apply for an initial building-level administrator license. Most building-level preparation programs (76%) offer both licensure and licensure accompanied with a Master's degree. The remaining four programs offer a program that only leads to licensure for students who already hold a Masters degree.

Masters plus licensure programs of study

Student course loads tend to vary for Masters plus licensure programs, as 10 of the 13 programs with a Masters degree option have different course work for a Masters than for the licensure track. As expected, the average number of semesters necessary to complete the program varied across licensure versus Masters plus licensure options with the Masters plus licensure student averaging 6.5 semesters of enrollment. On average, students seeking the Masters plus licensure enroll in a higher number of courses per year than the licensure-only students. Typically, these students enroll in two courses in the fall and spring semesters and two courses in the summer semester(s) as well, for a total of 6 classes (18 credit hours) in a calendar year. The number of credit hours required in licensure-only programs of study range from 24-37, while the number of credit hours for master's degree completion range from 36-42 hours. The range of time necessary to complete the program varies widely. The shortest identified time to program completion is 14 months for two of the licensure-only programs (both larger programs), while the longest time to program completion is identified as 60 months for a Masters plus licensure program. The average number of semesters to complete the licensure-only program is 4.7 semesters. Translating the number of semesters to completion into years, the licensure only

option requires, on average, almost a year less time commitment. For students seeking only licensure, many trend toward enrolling in one class in the fall and spring semesters and two classes in the summer semester, for a total of four classes in the course of a year.



In total, the licensure-only program requires a significantly lower time contribution and enrollment commitment on the part of the student when averaged across the state. However, these students would have already invested in another masters degree.

Course Schedules

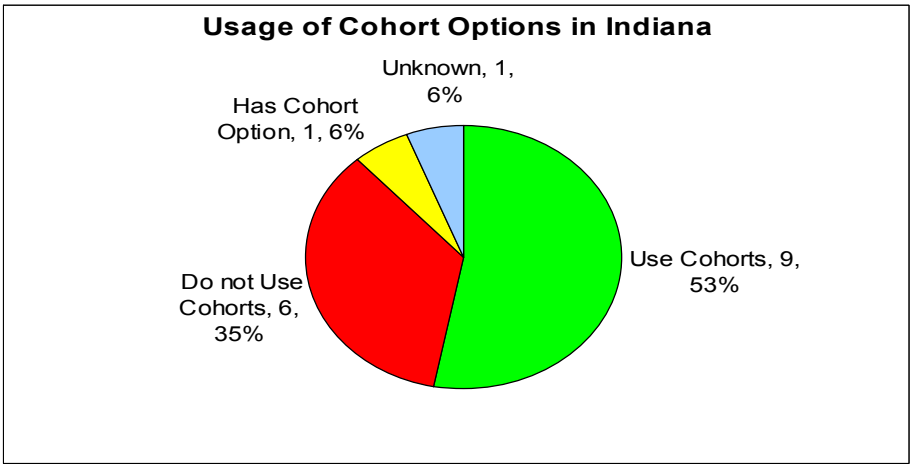
Across all programs in the state, the hours in the day in which classes are offered for both licensure and Masters plus licensure programs are similar. Because all programs identified that their candidates are primarily full-time teachers, fall and spring semester classes are unanimously offered in the evenings to accommodate students' schedules. Three programs identified using Saturday classes, with one of these programs running cohorts with only Saturday classes. Summer classes are often offered throughout the day. Typically, the summer semester is one of the heaviest semesters for enrollment across the state.

Transfer Policies and Revalidation of Coursework

Program policies concerning the student's ability to transfer hours and revalidate courses vary widely. Most programs across the state allow transfer of hours from other programs, as 11 of the 15 responding programs allow students to transfer credit hours into their programs. We did encounter wide differences between the number of credit hours allowed to be transferred in relation to the licensure-only and Masters plus licensure courses of study. For the licensure-only options, all programs responded that only three credit hours (typically one class) may be transferred. However, for the Masters plus licensure option, the average number of credit hours allowed to be transferred is nine. The highest identified number of transfer credits allowed into the program is 20. For the Masters option, on average, 27% of the credit hours were allowed to be transfer hours. Roughly half of the programs (nine) allow revalidation of classes. However, even for the programs that identified revalidation as an option, most said the revalidation process is rarely or infrequently used. One program even responded as being unfamiliar with the revalidation process.

Cohort Usage

Nationally, student cohorts are widely used in educational leadership preparation and they have become the dominant mode of content delivery (Preis, Grogan, Sherman, & Beaty, 2007). Concurrently, the majority of programs in Indiana use the cohort method to group students in the programs. The number of students contained in a cohort varies from 10 students to 30 students, with the average number of students in a cohort being 18. The usage of the different cohort options can be seen in the chart below.



Two-thirds of programs with the cohort option have cohort groups with fewer than twenty students, while the remaining third of programs group over twenty students in a cohort. In most programs the cohorts form when students begin their program of study. However, some programs report cohort formation after a specified period of time in the program, such as a year (Program 15). A typical response to the inquiry concerning cohorts is provided below and is drawn from Program 15's narrative:

> Students are admitted in cohort groups once per year. Classes are offered for two different cohort groups each year. For example, Cohort 9 would be completing classes in the second year of the program while Cohort 10 would be completing classes in the first year of the program. The average size of a cohort is between 15 – 20 students. Each cohort participates in two three credit hour classes for three semesters followed by one three credit hour class in the last semester.

Even in the programs that do not have an identified cohort structure, some programs report that in actuality some aspects of their programs do function in a manner similar to a cohort, especially if the students are taking classes at a remote location, such as in Program 10.

Programs cite various reasons for the use of cohort groups in building-level programs, including student bonding, greater student engagement, community building, and as scaffolds for

the development of student and program identity, relationships, and networks. As an example, Program 2 stated that: "Candidates report that the cohort model is a critical reason for their success in completing the program." The use of the cohort model in Indiana building-level administrator programs is a significant finding, as the clear majority of programs have used this approach to group students and to structure course offerings. While there is research which suggests multiple advantages to the use of cohorts (Barnett, Basom, Yerkes, & Norris, 2000; Barnett, & Muse, 2003), the specific benefits to programs of cohort arrangements in Indiana-based programs has yet to be researched, and outcome studies of cohort effects are limited at the national level (Preis, Grogan, Sherman, & Beaty, 2007).

Student Demographics

As part of the program narrative inquiry, programs were asked to report their student demographics for the 2003-2004 and 2004-2005 academic years. These reported numbers and percentages do not seem to be skewed by a single outlier program, as the results presented in the following tables were evidenced generally across all programs. The first table presents enrollment data for these two years across gender and racial categories, while the second table represents those enrollment figures as percentages. The data are provided both for the program enrollees and the program completers and a row is indicated for each. The row labeled difference in Table 2 indicates the percentage difference between the number of students enrolling and the number of students completing building administration preparation programs. "Programs" aggregated enrollment data include licensure only and licensure plus Masters programs.

Program Populations

A. Enrolled	**Men**	**Women**	**White**	**Afr. Am.**	**Latino**	**Asian**	**Native Am.**	**Other**
Programs	**602**	**688**	**861**	**90**	**17**	**7**	**14**	**8**
B. *Completed*	**Men**	**Women**	**White**	**Afr. Am**	**Latino**	**Asian**	**Native Am.**	**Other**
Programs	**411**	**496**	**619**	**46**	**11**	**4**	**5**	**4**

Aggregated Percentages

A. Enrolled	Men	Women	White	Afr. Am.	Latino	Asian	Native Am.	Other
Programs	47%	53%	86%	9%	2%	>1%	<1%	>1%
B. *Completed*	Men	Women	White	Afr. Am	Latino	Asian	Native Am.	Other
Programs	45%	55%	90%	7%	2%	>1%	>1%	>1%
Difference	-2%	+2%	+4%	-2%	-------	------	- >1%	-------

Not only are more women than men enrolling in building-level leadership programs, of the persons who enroll, more women complete the program, such that by the time the completers are finishing their programs, there is a clear majority of women (55% women to 45% men) being prepared to be administrators in the state of Indiana. This continues an upward trend in female enrollment, as we found that 51% of the total population that received building level administrator licenses between October, 2001 and October, 2005 were women. If placement rates were to become more proportional, this would represent a shift in who occupies administrative positions as presently, men hold school administrative positions at a higher rate. However, data should be disaggregated at the elementary versus secondary data, as males continue to be overrepresented at the secondary level.

These data point to higher self-reported minority enrollment (11%), than the IDPS data from 2001-2005 (8.7%). Nevertheless, one noteworthy point is that the difference between White and African American students who enroll and who complete the programs is noticeable. The number of minority completers is consistently lower than the number of minority enrollees, whereas, the percentage of White completers is higher than the relative percentage of white enrollees. Specifically, the relative difference between the enrolling percentage and the completing percentage is +4% for white students and -2% for African American students. Again, minority representation in building level administrator programs compares favorably with the teaching force in Indiana, which during the 2005-2006 school year was only 5.5% minority

(Indiana Department of Education, 2006). As building level administrators are drawn almost exclusively from the ranks of the teaching force, the dearth of minority teachers is striking. During the 2005-2006 school year, the primary minority applicant pool for programs (5% of public school teaching force in Indiana) was 3,300 teachers.

Looking further at K-12 student enrollment data, the under-representation of minorities in building administrator preparation programs is even more clear. During the 2005-2006 school year, the Indiana student population was 78% White (versus 88% in administrator preparation programs), 12% Black (8% in programs), and 6% Latino (2% in programs). The 22% minority student enrollment rate in 2005-2006 represents a clear trend towards increasing minority enrollment in schools, as in 1995-1996, 14% of the students enrolled in Indiana schools were classified as pertaining to a racial minority group. Additionally, Indiana public schools have also experienced a particularly sharp rise in enrollment of students classified as Limited English Proficient (LEP), as the number of LEP students rose from 4,822 in 1992-1993 to 17,194 in 2000-2001 and subsequently to 35,817 students in 2005-2006 (Retrieved November 15, 2006 from mustang.doe.state.in.us/trends/trendso.cfm). School districts are impacted differentially by this growth, with multiple districts needing to address the needs of significantly expanding numbers of Latino and English Language Learners (over 20% of student enrollment in select districts).

Minority representation in the principalship is but one response to the growing racial minority student groups. Researchers have demonstrated that having qualified and committed minority teachers and administrators is one important factor to student engagement and success (Ladson-Billings, 1995; Lamotey, 1995). The upward trends in minority enrollment suggest that administrators must demonstrate cultural competency and an ability to lead schools with large

numbers of students of color. Our review of course content reveals that such an emphasis is generally lacking in the state.

For the purposes of comparison to the general Indiana population, the averaged enrollee/completer population of the building-level leadership programs for the 2003-2004 and 2004-2005 academic years was compared to the same demographic information for the state of Indiana in 2004 (U.S. Census data).

Building Administrator Preparation Program v. Indiana Population Data

TOTAL	Men	Women	White	Afr. Am.	Latino	Asian	Native Am.	Other
Programs	46%	54%	88%	8%	2%	>1%	1%	>1%
Indiana	49%	51%	85%	9%	5%	1%	>1%	1%
Difference: Programs-IN	-3%	+3%	+3%	-1%	-3%	>1%	>1%	>1%

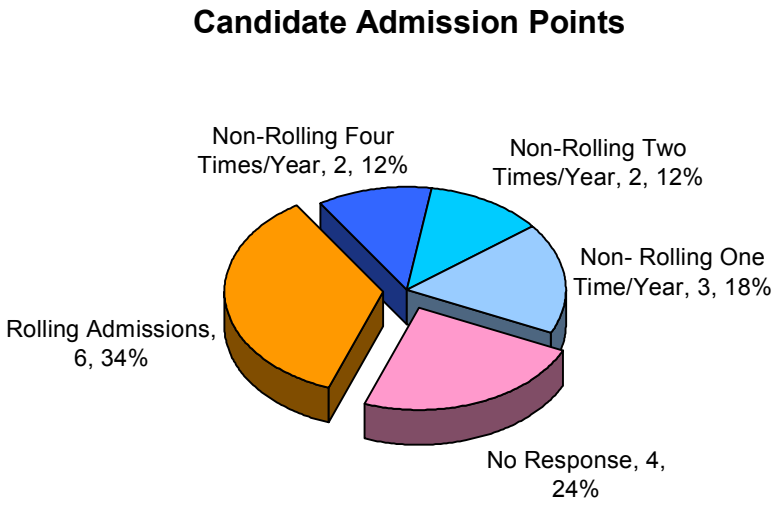
The percentage of women in the programs slightly exceeded that of the state of Indiana as a whole. Further the percentage of white students in building-level leadership programs also exceeds that of total white percentage of the state, while the percentage of African American and Latino students in the programs is lower than their corresponding state averages. Noteworthy is the percentage of Latino candidates where the representation is only 2%, compared to a rapidly expanding 4% in the general population.

D. Program Admission of Candidates

Various elements of admission are reviewed in this section, including admission windows (rolling or non-rolling), common admission requirements (including GPA, GRE, letters of recommendation, and other requirements), and the very high level of student acceptance rates.

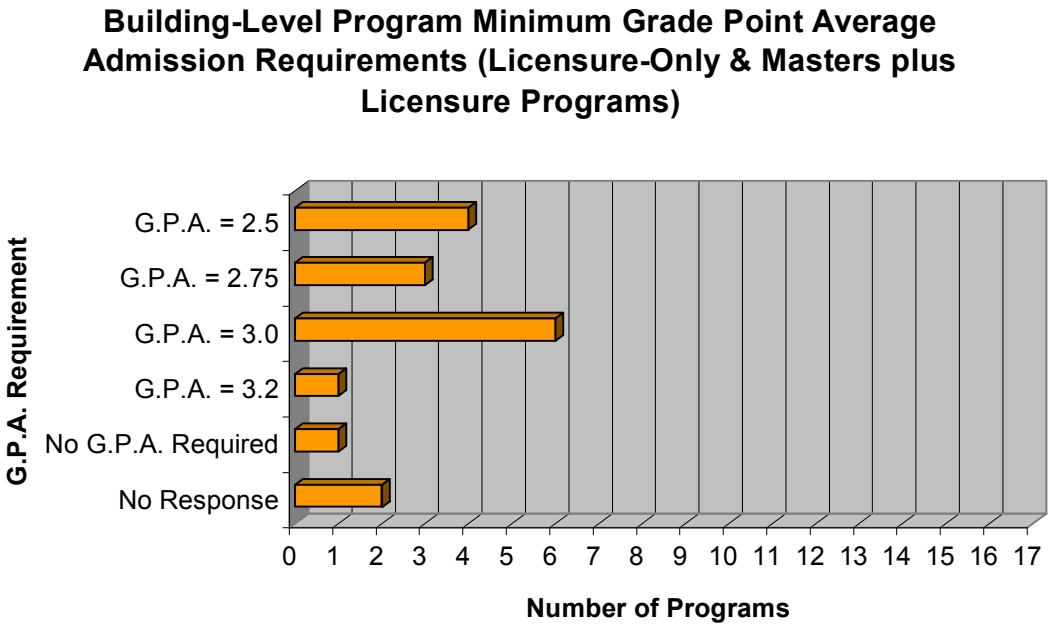
Time of Admission

Indiana building-level leadership programs almost equally utilize rolling admission policies and non-rolling admission policies. Of the programs that have non-rolling admission policies, the programs admit students once, twice, or four times per year. The number and percentages of the admission policies can be seen below.

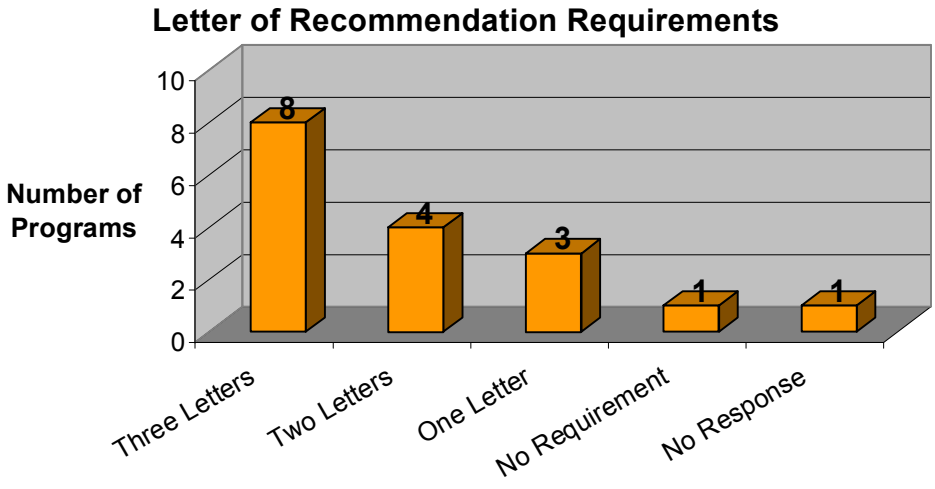


Admission Requirements

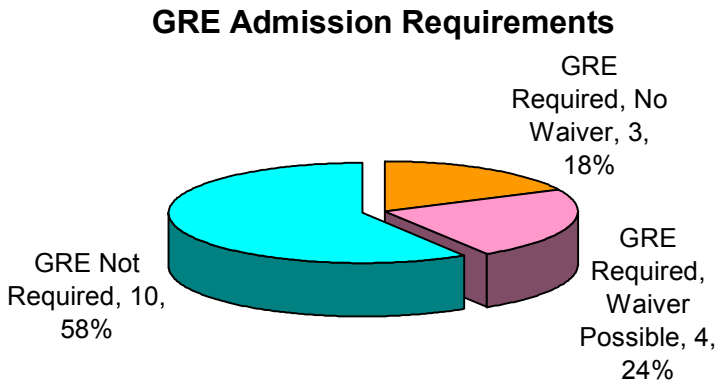
Of the 15 programs that responded to admission requirement questions, 14 required candidates to present a minimum grade point average (GPA) score. The licensure-only programs that require a GPA only accept candidates with a Master's degree and evaluate the potential candidates' graduate GPA. The statewide composite average GPA for admission to all (licensure and Masters plus licensure) building-level leadership programs is 2.82; the composite mode GPA is 3.0. The breakdown of the building-level leadership GPA admission requirements can be seen in the table below.



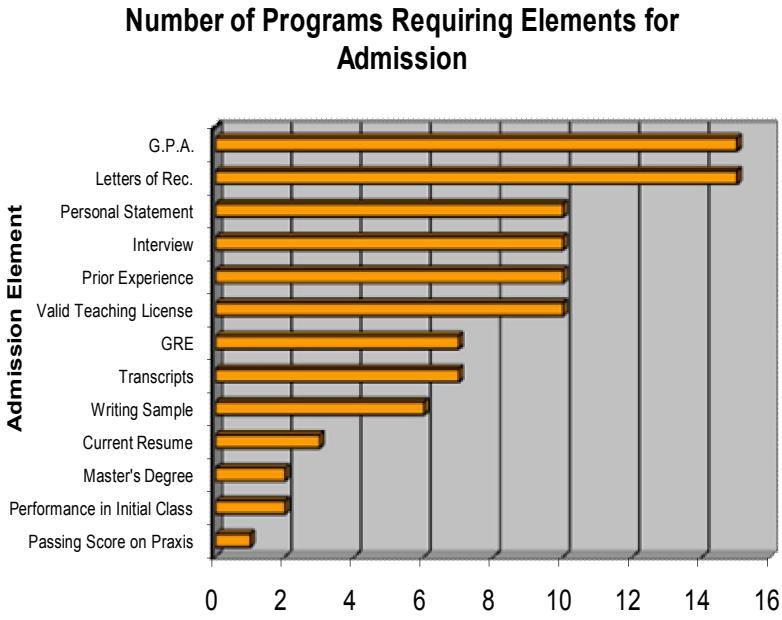
The programs also differ in the number of letters of recommendation required to be submitted on behalf of the applicant. In fifteen of the sixteen reporting programs, a letter of recommendation was required, whereas in a single program a letter of recommendation was not a requirement for admission. The letter of recommendation requirements are displayed below:



Combining licensure-only and Masters plus licensure programs and tracks, only seven of the seventeen reporting programs require a score on the Graduate Records Examination (GRE) to gain admission. For those programs requiring the GRE, the statewide average minimum score is 837.5. However, four of the seven programs requiring a GRE score for admission have policies in place that allow for waiver of the GRE requirement. Two allow waiver of the requirement if the individual holds a Master's degree, one allows waiver if the individual has an undergraduate GPA over 3.2, and finally, one allows waiver of the GRE requirement with approval of the Dean. The other three programs requiring the GRE do not allow waivers of that requirement.



In addition to GPA, letters of recommendation and the GRE, the programs also have several other requirements for admission, which are presented below.



Two elements presented in the table above require further explanation. First, programs distinguish between a personal statement and a writing sample. The personal statement is often a written explanation of the potential candidate's intentions if admitted to the program or some related inquiry on the candidates' aspirations. The writing sample is intended to evaluate the candidates' writing ability. Writing samples are typically collected on site from the candidate while the program oversees the completion of the sample. Several programs require both a personal statement and a writing sample.

Two programs require students to enroll in either one or some classes before an official admissions decision is made. For example, in one program a potential candidate is admitted to the introductory administration class. The potential student is graded in the class and their performance is a large factor in the final admissions determination. As a caveat, requirements for

elements of prior experience, a valid teaching license, and transcripts are likely underreported because some programs may consider these elements so fundamental to their admission decision that they did not mention them in the narrative. Alternatively, some programs split the admission decision between the program and the graduate school. These requirements may be elements considered by the graduate school, thus reflecting the underreporting by the programs.

Admission Acceptance Rates

The acceptance rates for programs across the state are extremely high, in most cases over 95%. The statewide average program acceptance rate is 93% of applicants. The sixteen reported data points are listed in the figure to the left. In nearly a third of building-level leadership programs statewide, every applicant that applies is accepted. Further, in four out of five programs, nine out of ten applicants are accepted. Finally, the clear outlier has a 65% acceptance rate, however, because of structure of delivery limitations, this program chooses to limit the number of candidates accepted. Thus, the relative effect of this small acceptance rate outlier is minimal when considered against the acceptance rate of the total number of applicants statewide. Many authors (see for example, Levine, 2005; Hess & Kelley, 2005) critique educational leadership programs' lack of rigorous admissions standards as deleterious to professional practice. They posit that exceedingly high admissions rates reflect the programs' function as income generators ("cash cows") for universities and colleges of education.

Program Acceptance Rate Interval	Number of Programs
"100"	5
"95-99"	2
"90-94"	6
"85-89"	1
"80-84"	1
"75-79"	0
"70-74"	0
"65-69"	1

E. Program Assessment of Candidates

Reported candidate assessment procedures for building-level administrator candidates in Indiana demonstrated that a few assessment mechanisms predominate.[5] However, the means by which programs structure and time their assessments of students are variable. Programs did not report a significant difference in assessment of licensure-only and Masters plus licensure candidates. Once candidates are accepted and enrolled, programs assess the competency and progress of students at various stages of study.

Structure of Student Assessment

The majority of programs structure their assessment of students and their progress as a three step process. The first assessment of a student occurs as the gateway process for admission, while the second stage occurring as a midpoint assessment. The structure of the mid-point assessment varies but is primarily tied to entrance or exit from the practicum. Thus, an internship assessment mechanism typically provided the mid-point assessment. The final assessment point occurs at the termination of the building administrator program. Typically, students turn in their portfolio, demonstrate a minimum grade point average, and are expected to take and pass the School Leaders Licensure Assessment. Not all programs follow a similar structure. Some programs explicitly state, such as Program 9 does, that candidate assessment is "ongoing." Several programs do not articulate a clear structure of student assessment. As an example, Program 11 used language such as "continuously" and "each semester" without providing further evidence or artifacts to describe their assessment system.

[5] Candidate admission and the internship/primary field experiences also incorporate candidate assessment but will not be addressed in this section as they are addressed elsewhere in this analysis.

One of the most clearly articulated program assessment structures was articulated by Program 12 and is presented below.

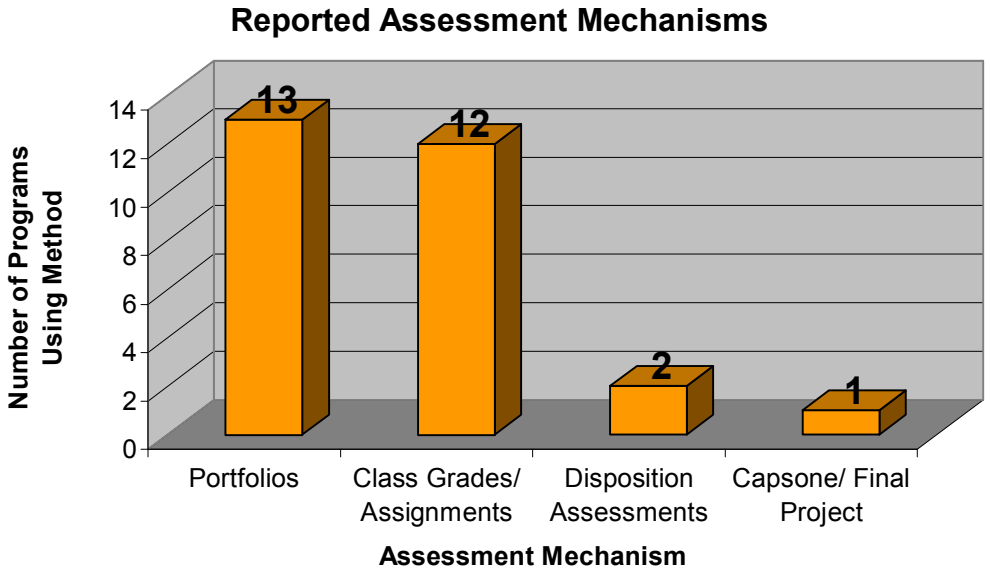
Summative Decision Point	Assessment Data Collected	Impact of Decision
I—Application to the Program	• Copy of appropriate teaching license • 3 letters of reference • 500 word essay on "Why You Want to Be an Administrator…" • 3.0 GPA • Application form	Admit Conditionally admit Admit on probation Deny admit Accepted but did not enroll
II—Application to Practicum	• Completion of 5 or more educational leadership courses (3.0 or better) • Mentor/School District agreement form • Candidate affirms that portfolio artifacts have been filed in portfolio	Candidate given permission to enroll or not given permission to enroll. Remediation plan developed for those denied permission unless due to number of courses taken.
III—Program Completion	• Electronic Portfolio Rubric Completed by University Site supervisor • Mentor assessment rubric • Practicum log, educational platform and reflective paper assessed by rubric • All required courses completed with 3.25 GPA • All standards are basic; at least six are proficient in portfolio	Candidate will be marked to • Continue without Conditions • Continue with Conditions • Continue Under Probation • Discontinue
IV—Certification	• Educational Leadership Coursework completed with a 3.25 GPA or better • [Blank] Candidates – Passing scores on SLLA and [Blank] Test and [Blank] candidates passing scores on SLLA • Complete appropriate application form.	Candidate will be recommended for licensure or not recommended for licensure.

Only two programs mentioned that their candidate assessment system was explicitly tied to their Unit Assessment System review processes.

Assessment Mechanisms

While many programs utilize admission, internship, and final assessments as summative decision points, the majority of programs utilize class grades/assignments and portfolios as their

primary means for candidate assessment at the program level. The study did not seek to gauge candidate assessment within courses, and there may be a richer assortment of assessment processes that exist and are not reflected in our data. However, at the program level, the responses to the inquiry concerning student assessment are presented in the following table.



The most frequent response (n=13) to candidate assessments utilized at the program level was portfolios. However, the specific content of the portfolio appears to vary as do the pedagogical and assessment processes programs engage in with student portfolios. Some programs appear to rely heavily on compiling artifacts from coursework, while others seek to create expanded and highly reflective portfolios. For example, Program 9 reported: "Each candidate keep[s] a program portfolio of work completed and results of faculty evaluation." The Program 10 respondent noted that:

> We call our portfolio a Standards Journal. We do have a rubric for the standards journal, although in practice the journal is more often an occasion for a conversation between the faculty member and the student, concerning how the student is progressing relative to the standards.

Some programs, such as Program 11 and 17, require an oral defense of the portfolio as part of their student assessment process product.

The second most frequently articulated program assessment procedure is the use of course assessments. Although it is likely all programs use course-specific assessments of classroom assignments that translate into a course grade, in response to this inquiry only 12 programs mentioned it as a formal assessment mechanism at the program level. Course grades are used as indirect programmatic assessment mechanisms, as most programs responded to the candidate assessment inquiry by providing their minimum continuation G.P.A. scores. The average minimum G.P.A. for program completion was 3.15. Six of the ten reporting programs reported a minimum G.P.A. of 3.0 for either continuation or graduation from the program.

Several programs reported the use of distinct assessment procedures. Programs 2 and 15 have a disposition assessment that is primarily used in instances where students have demonstrated problematic dispositions towards learning, schools, or students. Program 15, for instance, had the following description of their disposition assessment:

> [Our program] uses a letter of concern system to monitor students whose dispositions create concern among faculty. Following this system, if a member of the faculty is concerned about professional dispositions, they write a letter documenting this concern and discuss the letter with the student. No further action is taken following the first letter of concern. If subsequent letters are written, a remediation plan is developed with the student and closer monitoring will accompany implementation of the plan.

The other assessment mechanism that was commonly brought forth was the capstone project. Program 5 reported using a capstone or final project as an assessment mechanism which is reviewed by other students as well as by faculty in the program. In a few of the program

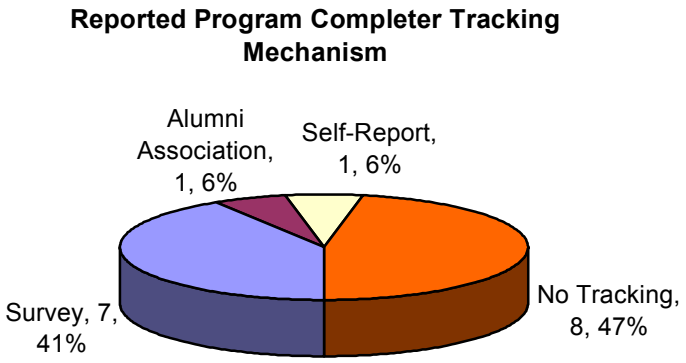
responses, student self-assessment was listed as an assessment mechanism for portfolios, dispositions, and internships.

School Leaders Licensure Assessment

Ten programs responded that student SLLA results are used as part of their program and student assessment protocols. Thus, not all programs mandate passage of the SLLA as part of the requirements for graduation. For the 10 programs that did report the SLLA as an assessment tool used by their program, there was an extremely high passage rate, with the lowest student passage rate for any one-year period being 96%, which was reported by Program 14 in the 2003-04 and 2004-05 program years. Seven responded that all program completers have taken and passed the SLLA. Eight of the ten programs reported passage rates of 100% for the same two years. The remaining program, Program 7, reported a 98% passage rate for the 2003-04 school year. The virtual 100% passage rate of the SLLA raises questions as to the validity of the usage of the SLLA as a robust method of summative and formative program and student evaluation.

Program Completers and Employment

Roughly half the programs reported attempting to track program completers. Of these, the vast majority reported using survey methods to track graduates. As Program 2 reported, "To track program completers, graduates self report administrative positions attained. While potentially tenuous in nature, this process has proven extremely valuable in collecting nearly complete sets of data."



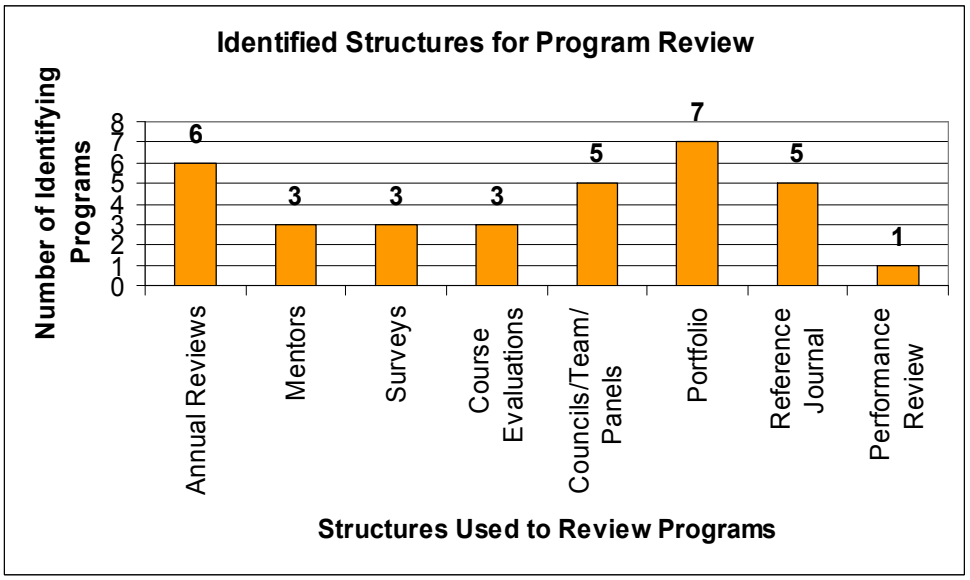
The content of the surveys are unknown, although from the responses we can reasonably infer that the surveys are used to evaluate program content knowledge relevance and student satisfaction, rather than candidate placements and career outcomes over time. Where surveys were the primary tracking method, it is unclear whether the surveys were administered by the particular program or the program's corresponding school of education. In 3 of the 7 reporting programs, the program explicitly stated that the survey was conducted by the school of education on all graduates.

Whereas only half of the programs reported tracking graduates, some additional programs did report interest in establishing tracking methods. Program 14 had this response: "Graduates have not been tracked very well. This is an area that is being explored at the present time. Discussion centers around which department will be responsible for this [tracking procedure]." This concern was also reflected in the study authors' multiple meetings with program representatives, who consistently expressed interest in systematically and efficiently tracking graduate outcomes and linking outcomes to program content and delivery.

Program Review

In addition to program assessment questions, we also asked respondents to describe how they review their program. In addition to the program review structures identified in the following chart, only five programs identified the UAS as part of the program review process. None of the programs provided detail in how the UAS is used to review programs.

The chart below illustrates the variety of identified review structures.



The highly varied and inconsistent procedures programs use to review their own programs and student career outcomes and efficacy is not unique to Indiana. Concern with program evaluation has informed the efforts of the Educational Leadership Licensure Consortium, the UCEA/TEA-SIG Taskforce on Evaluating Leadership Preparation Programs, and the Joint Research Taskforce on Educational Leadership Preparation, amongst others. It is clear from our data that many programs, for a variety of reasons (including capacity), have not systematically captured nor analyzed sufficient information to robustly inquire into whether their programs are successfully carrying out their missions and rationales and preparing school leaders who make a difference in schools. As a caveat, it is important to realize that program influence on successful leadership behavior has many mediating influences, particularly over time. Narrow measurements of leadership efficacy of school leadership success, such as rises in ISTEP scores, while useful, do not sufficiently reflect the complexities of school leadership and reform work (Pounder, Orr, & Black, 2006).

F. Program Course and Curriculum Content

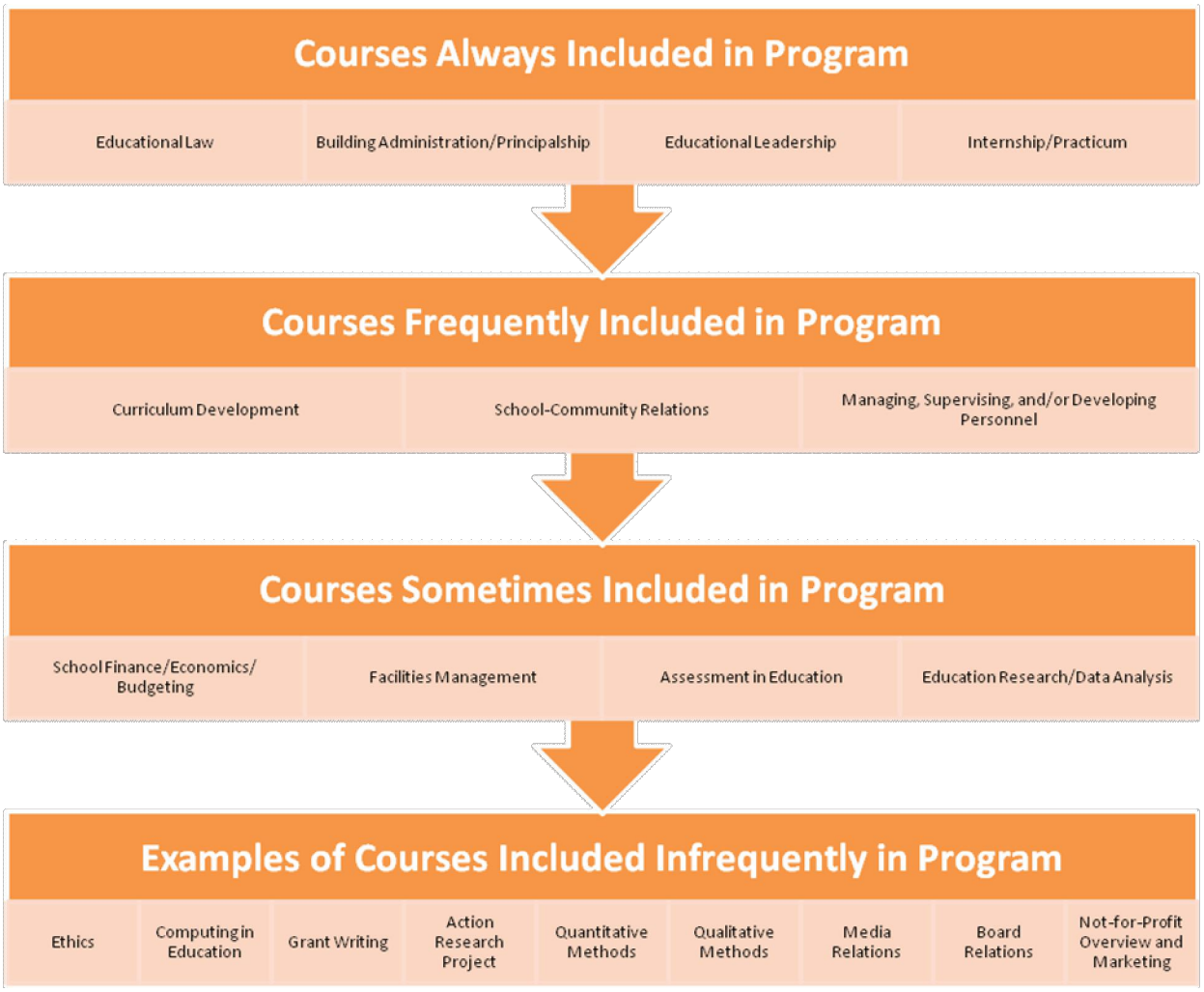
In this section, we report on trends in core and elective courses offered, as well as the content of curriculum in the building level administrator preparation programs in the state. How courses are offered, when they are offered, and the sequence in which they are offered is revealed. How syllabi are constructed and reviewed is portrayed. Additionally, how increasing student diversity is represented and taught in courses is also touched upon. This section includes responses from the narrative, as well as reflects triangulation with syllabi that were received and reviewed.

Courses

The core building level administrator courses offered by leadership preparation programs (licensure-only and Masters plus licensure programs) are similar, although not identical. This reflects the implementation of Rules 2002, and the requirement that students pass the standards-based SLLA and demonstrate initial understanding of ISLLC and Indiana Building Level Administrator standards to obtain their license. As a result, six to eight core classes and a handful of unique supplemental courses are featured across most programs in the state. These core courses include educational leadership, school law, the principalship, curriculum, school-community relations, and the internship or practicum. Courses offered by the different regional campuses and the main campus of Indiana and Purdue University are very similar, as reflected in course numbers, names, and to a lesser degree, course syllabus content.

Programs were asked to list all courses offered. Responses to this question varied, as a few programs did not list the courses, but rather made reference to evidence that was incomplete. Thus, specific counts of program course offerings by

content or title were difficult to attain. However, we did gather enough comprehensive data on course offerings to provide categories of course offerings. Therefore, classes can be categorized according to frequency: always (all programs reported course offering), frequently (approximately 12-16 programs), sometimes (approximately 5-11 programs), and infrequently (approximately 1-4 programs).[6] The courses are represented in the following chart.



[6] The list of courses offered infrequently is not a complete list because certainty as to how often these infrequent courses or offered or whether they are offered as electives is impossible given the program responses and the evidence provided; the list of infrequently offered courses is meant only to serve as an example of the types of unique courses that programs offer.

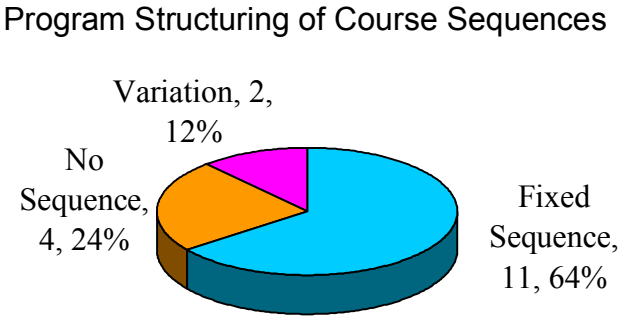
Electives

Fewer than half of the programs in Indiana offer electives. Of the programs that did describe their electives, typically, there were four to six elective choices for students to choose from. Electives were much more commonly utilized in Masters plus licensure programs than licensure-only programs. The type of courses offered as electives varied widely. Here is one list of elective courses provided by Program 4: Philosophy of Christian Education; Thematic Instruction – Creating a Learning Environment; Leadership in Character Education; Exploring Learning Theories and Styles; Educational Technology; The Classroom Culture (Diverse Learners); Integrating Exceptional Students into the Classroom. One program provided two courses focusing on special education, while another with an urban focus, incorporated a politics of education course.

Structure and Timing of Courses

Most programs in Indiana have a predetermined course sequence candidates are required to follow, which is consistent with cohort models that develop a course sequence for students in advance. However, roughly one quarter of programs do not have a predetermined course sequence and allow students to choose their own study path. Two programs identified using pre-structured course sequences for cohort members and non structured course sequences for non-cohort members. This reflects variation between and within institutions that have cohort and non-cohort options for students.

Of those programs with a predetermined course sequence, slightly more than half allow



variation from the predetermined course sequence. Such variation is discouraged and typically requires some form of permission from the program. Slightly less than half of the programs do not allow any variation from the predetermined course sequence, as candidates are to remain only in classes with their cohort group.

Related to course sequence is the amount of discretion students have vis-a-vis the pace of their programs. The programs with fixed course sequences typically tightly structure students pace of completion. Although many programs have rules regarding the maximum allowable time to completion, typically between 6-8 years, because of the predetermined course sequence and structure these rules seem to be rarely invoked.

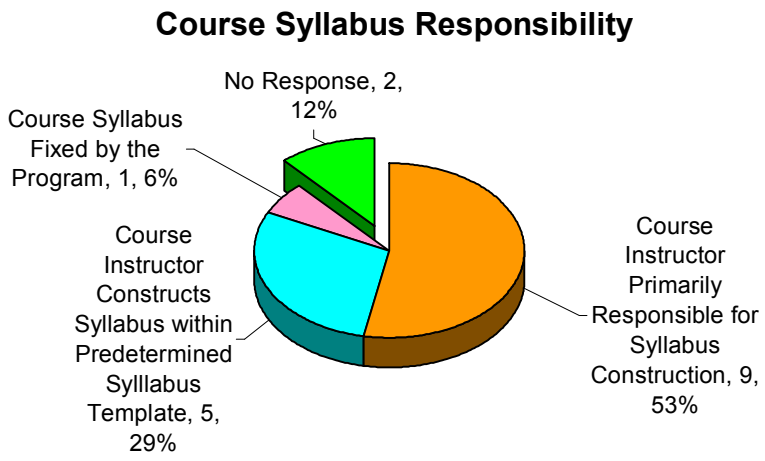
Syllabus Construction and Review

Programs vary in assigning responsibility for developing syllabi prior to the offering of a course. First, in slightly more than half of programs the course instructor develops the course syllabi without a predetermined syllabus template. An additional five programs encourage course instructors to construct their own syllabus within the guidelines of a predetermined course template. The extensiveness of the course template varies. Consider this response from Program 4:

> The program has a syllabus "template." This contains common elements, which includes the program standards, and a grading scale. The instructor determines the specifics of the course, but does consult with the program director prior to implementing the course to maintain proper alignment of content, the integrity of the program and a continual level of academic rigor.

In this particular syllabus template structure, instructors have some discretion in the setup of the course; other templates, however, are more detailed in their predetermined requirements.

Finally, one program has fixed syllabi where the content of the syllabus and the course are agreed in advance by the faculty. Here is how Program 9 describes their process: "During the development process for the program, standard syllabi were organized based on curricular needs and the DPS standards for building-level principals. Though faculty can make slight modifications to syllabi, they are required to keep core assignments, field-based experiences, and use of assessment instruments." Two programs allow full-time personnel to create their own syllabi, while having a fixed syllabus for adjunct faculty. The issue of adjunct syllabus creation was not specifically asked of the programs, and given the extensive use of adjunct faculty in building-level administrator programs in Indiana, more attention and research to this area is merited. The use of these three different types of syllabus construction processes is profiled below.



Diversity in the Curriculum

All programs purport to address diversity in the curriculum. Partially, this may be the result of NCATE attention to the issue of diversity as one of their program review criteria. A typical response to the inquiry concerning diversity in the program content is provided in Program 16's response:

> The [School of Education] has an active diversity committee which reviews syllabi on a regular basis. Each semester the chair of the diversity committee asks faculty members to submit [excerpts] from their syllabi that show evidence of diversity being addressed. Each course in the educational administration program carries a diversity component. In addition the SOE general standards address diversity.

Of the twelve programs that provided a specific response to the narrative inquiry regarding diversity, eleven responded that it was addressed throughout all or most of the program's courses. Two courses were frequently mentioned as specifically addressing issues of diversity, the School Community Relations Course and the Education and Social Issues course. The one program that did not report addressing diversity issues throughout the curriculum was Program 5, which stated a new faculty member would soon address issues of diversity in the curriculum. One of the responses to the direct question of diversity in the curriculum was "N/A." Review of syllabi indicated that issues of diversity were either not addressed or tangentially touched upon in the majority of courses.

G. Program Pedagogy

Methods of instruction do not appear to vary widely across programs in Indiana, although there is a significant variation in use of technology and distance learning both within and amongst programs. The location of classes and the use of technology assisted instruction play a significant role in instructional approaches taken. Therefore, programs were asked to report on the location of courses and the uses of technology in their educational leadership programs.

Instructional Approaches

Instructors most frequently utilize problem-based learning, case studies, and extended class discussion, as over half of the programs reported consistent use of these methods. In particular, programs responded that in-class discussion was used prominently. While it may be assumed that lecturing at some point is used in all programs to impart background information or certain initial knowledge, the vast majority of programs did not list it as a method of instruction. Program 5's response is representative:

> The types of teaching methods employed in the courses offered to students in this program include discussion format, small group work, case studies that require a problem-based approach, simulations, student-led activities, and some lecture. Technology is integrated into almost every class meeting in some way. Predominantly, students use class time to engage in problem-based activities and case studies. There is often a short period of lecture preceding activities. Small group activities are frequently the means through which case studies, simulations, etc. are implemented.

There are specific methods of instruction more commonly used in particular content area courses. For instance, in school law courses analysis of case law and problem-based learning are prevalent methods of instruction. School-community relations courses are primarily based on a discussion model of instruction. Many leadership classes utilize case studies and scenarios. Finally, according to our responses, a major component of instruction in all programs is field-based experiences. The use of field-based approaches is not necessarily tied to a single course, as in many programs field-based activities run throughout the program.

This study is limited through the use of programs' self-reports, and many programs referred to methods of instruction in broad and ambiguous language. Observation and further analysis of syllabi would be required to more fully comprehend curricular delivery. Program 9's

language is illustrative: "The program teaching methods follow best practice strategies and encourage all faculty to use practical and tested strategies to assist candidates in becoming the strongest possible professionals." The use of field-based experiences, a core set of classes, and in-class discussion appear as common approaches. Yet, these elements are not articulated with sufficient coherence to be termed a signature pedagogy for educational leadership, that is, a characteristic form of teaching and learning that organize ways to prepare future principles for their professional work. How to articulate a signature pedagogy for educational leadership remains a national concern for educational leadership, which does not have an equivalent to the Socratic method in law, case studies in business, or clinical practice in medicine (Black & Murtadha, 2006; Schulman, 2003).

Sites of Instruction and Technology Usage

With regard to the location of the instruction, there is a trend toward offering instruction off-site. Eight of the fifteen programs reporting on this question, or about half of the programs in Indiana, offered instruction in their programs somewhere other than the main campus location of the university. Furthermore, additional programs are currently considering offering courses in off-site locations. Typically, a majority of the program's courses are still offered onsite.

Technology is central

Reported Usages of Computers by Building-level Leadership Preparation Programs

- Emails and blogs
- Polycom system use to provide field experiences
- PowerPoint presentations
- Voice-over PowerPoint presentations
- Video conferencing
- Digital presentations
- Students submitting portfolio in a digital format
- Web searches
- Student presentations requiring the use of technology
- Photo and video editing
- On line course management
- Use of Blackboard, Breeze, On Course, and rGrade
- Chat rooms
- Web Programs
- 24/7 library access

to pedagogy and various forms are utilized for word processing, presentations, communication, and as tools for research. Electronic communication is primarily used for student communication, information retrieval, and grading and evaluation of student work. Additionally, instructors are increasingly broadcasting information to new learning locations through distance education technology. All programs responded that they are investigating increasing the role of technology for multiple aspects of their programs. A statement from Program 14 is illustrative:

> Program 14 is expanding marketing efforts to include distance/TV offerings along with web-based courses. The department staff is currently studying which courses would best be suited for such offerings.

These approaches should continue to grow as they potentially expand individual programs' reach, are often cost effective, and provide convenient modes of delivery for busy students. In chapter 5, we saw that these options were popular with many students and may have significantly contributed to the expansion of two programs. As with other pedagogical approaches, as these options continue to expand, care should be taken to oversee and evaluate the quality of such approaches (See Preis, Grogan, Sherman, & Beaty, 2007).

H. Program Assessment Mechanisms

In this section, we discuss how building-level administrator programs assess themselves and utilize the most prominent externally generated assessment mechanisms- the UAS and NCATE review processes. We discuss how other systematic program review processes are undertaken and how program evaluation data, including student outcome data, are provided to faculty members. From our responses, program review processes appeared inconsistent and in general, faculty was not consistently provided student progress data to review. With the

exception of a handful of programs, there was little evidence of systematic collection and reporting of graduate outcome data being used to evaluate and impact program design and delivery.

Use of UAS and NCATE

Our reported data suggest that the NCATE review process is used as a program assessment process in the years immediately prior to and following the NCATE unit and program reviews. The following statement from Program 7 is illustrative:

> Our faculty also takes advantage of the NCATE review to inform our program development. For example, in preparation for the most recent NCATE visitation in 2002, our faculty organized themselves into "teams." Each team identified the ISLLC/IPSB standards by course—including the assessment rubrics tied to each selected standard. In this regard, faculty were able to work as a team to ensure that all of our courses were coherent in their relationship to the state standards.

If NCATE review identifies specific deficiencies, programs clearly attempt to address those deficiencies. However, in non-NCATE review years, the NCATE review data and process does not seem to play a major role in guiding ongoing evaluation and assessment for the building-level leadership programs across the state. In addition, our review of program responses indicates that how programs use the state's Unit Assessment System and NCATE evaluation and assessment processes for *formative*, ongoing self-evaluation is inconsistent at best. Programs that responded to using the UAS process as a program evaluation and improvement tool indicated that their primary use of the UAS process was at the school of education level, and not at the departmental or building-level administrator level. For instance, this is how Program 2 responded to the inquiry concerning the use of the UAS:

> UAS data from the School of Education, along with assessment data from the other five university schools, are submitted to the chief academic officer as a part of the University Assessment Process. These data are summarized and published annually. With the linkage of the school's database with the university CAMS system, trend data are available to appropriate stakeholders in a timely and manageable form. These trend data are used to inform revision of the university's strategic plan as well as cabinet-level decisions forwarded to the Board of Trustees for approval.

The collection of data for UAS is typically transferred to committees for analysis and reporting before being used at the program level. The following response from Program 12 illustrates this point:

> The four Decision Points in the UAS are summatively reported once a year. Most of the results are used in the campus assessment report once a year. The team reviews the SLLA results, the data for the four Decision Points, and surveys (mentor, alumni, candidate, and campus) in August and September each year. The data and recommended program changes are reviewed with the stakeholder group each October.

Overall, it is difficult to make summary statements about the central evaluative role both the NCATE and the UAS systems play in programs' improvement efforts. While programs recognized their importance, our responses do not provide evidence to support the claim that the UAS process and the NCATE review processes function as a central element in the building level administrator programs ongoing self evaluation and assessment.

Systematic Program Evaluation

All programs reported the use of assessment processes. The programs identified a variety of ways in which they assure their programs are aligned to standards. Often, programs utilize matrices to align their curriculum and classroom assessments to the standards. The most

frequently mentioned technique for alignment was classroom assessments, which function to measure student progress towards mastery of standard knowledge, skills, and dispositions. The classroom assessments function both as a candidate assessment technique and an evaluation of program articulation to the standards.

The next most frequently mentioned technique to evaluate and assess the program itself was the NCATE and UAS process mentioned above. This was mentioned by six programs as an assessment and evaluation tool used by the program. Three other program evaluation methods most frequently utilized are faculty assessment of the program, outside or coordinator oversight, and participant evaluation. Representatives from six programs listed faculty-led program self-assessment as a significant assessment mechanism. This process typically includes review of select program indicators and issues presented at faculty meetings. Four programs specifically identified a yearly faculty retreat where aspects of the programs are reviewed, critiqued, standards re-examined, and changes to the program are implemented. The following excerpt from Program 15 identifies this process: "Each August an assessment retreat is held with the entire faculty. At this retreat, faculty review program data from student artifacts, student teaching evaluations, issues resolution procedures, and follow-up survey data. Decisions are made about potential program changes."

In addition, six programs identified either an oversight committee or an oversight coordinator who reviews program data on an annual basis. These entities can provide recommendations for program changes. The response from program 1 characterizes the use of program coordinators: "The Coordinator of the Program periodically (at least annually) reviews the alignment of the Educational Leadership Program with the Indiana Building-Level Administrator standards." The composition of the oversight committee varies. Some programs

reported that the review committee was composed of various personnel from the school of education that reviewed all departmental data results. However, in other programs non-faculty members and "practitioners" compose the committee. Program 9 had such a committee:

> An expert panel consisting of two principals and one higher education faculty member in school leadership evaluated course rubrics, candidates' internship evaluation documents, and the Indiana standards in order to judge 1) content validity in courses and 2) overall correspondence between program requirements and Indiana standards.

Several programs reported formal mechanisms with which participants in the program were allowed to contribute to program assessment. Typically this is accomplished through student interviews or student and completer surveys. The candidate assessment is characterized in this response from Program 5: "At the end of fifteen hours, each candidate is interviewed to gather feedback about the program and to address any dispositional issues. Each candidate also completes a self-assessment to gauge their growth and to assess needs for the remainder of the program." The interviews where program participants give feedback on the program may be initiated for reasons other than program evaluation. However, the student responses inform program evaluation and assessment. The other frequently used participant contribution to program assessment and evaluation is through the use of surveys. The surveys are typically given to program completers. Program 17 surveys completers about their familiarity with the Indiana standards-based performances, knowledges, and dispositions. One program, Program 8, has a more direct participant evaluation system:

> Participants evaluate the program, particularly with respect to the extent the program has prepared them in each of the IPSB Building Level Administrator's standards (i.e., the extent the program has permitted

development of the knowledge specified in each of these standards, fostered the dispositions specified in each of the standards, and cultivated the performance skills of each of the standards).

Overall, although programs provided some response to how their program is self-assessed and evaluated, the responses were extremely divergent. It may be that programs are engaging in other self-assessment procedures not reported, but the data we gathered suggests that there is no generally agreed upon and implemented means for self assessment. The use of program self-assessment techniques does not seem to be a reflection of program characteristics, as no identifiable patterns emerged from distinct characteristics such as small and large programs, public and private institution, or by mission differentiation.

Data Provided to Faculty

More broadly, we wanted to know what data is provided to individual faculty, and so we asked: *What information is regularly tracked and shared with program faculty and administration?* The programs provided very spotty responses to this inquiry, with only eight of the seventeen programs providing any response to the question. Of the eight programs that responded the following categories of data were reported with the accompanying frequencies:

Data Element Annually Reported to Faculty	Number of Programs Responding
Faculty and Course Assessments of Students	4
SLLA Passage Rates	4
Student Retention Data	3
NCATE Passage Data[7]	3
Mid or Other Checkpoint Passage Data	3
Post-Completion Student Contact Information	2
Enrollment Data	2
Follow-Up Survey Responses	1
Completion/Graduation Rates	1
Student Demographics	1
Faculty Assessment Reports	1
Student Employment Data	1

In our estimation, this is an area for programs to examine more closely, as it is tied to program coherence, design, and efficacy. The lack of any response from nearly half the programs indicates that this may be an issue that needs to be addressed systemically by the programs themselves. It would also be important to examine how the high percentage of adjunct faculty in the state may have contributed to these phenomena.

I. Candidate Field Experiences

In this section, we discuss various aspects of the most common field-based experience for building-level administration students, the internship or practicum. We also discuss how sites are selected for field-based experiences, and how programs oversee students' field-based endeavors.

[7] Not an annual event, although it was listed.

Finally, we discuss the particular activities students engage in during their field-based experiences.

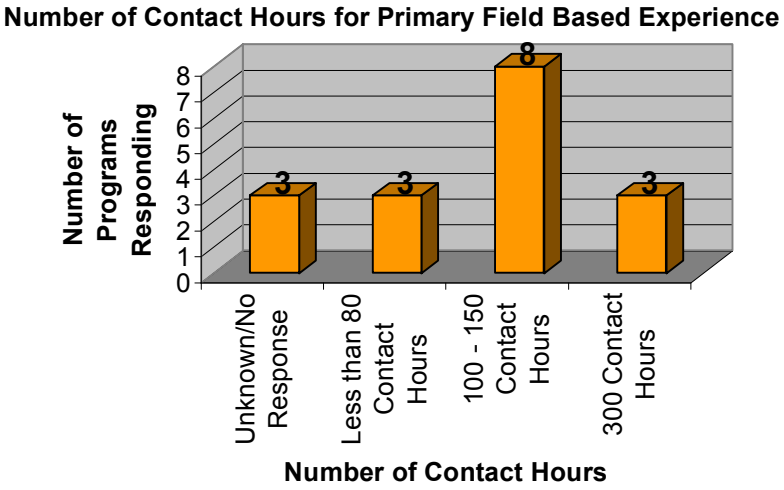
Primary Field-Based Experience

All programs (17) reported an internship or practicum as the primary field-based experience. Eleven programs reported an internship course and four programs reported a practicum course for their programs. No distinctions between an "internship" and a "practicum" course could be found related to hours, expectations, supervision, or structure. However, not all programs structured this primary field-based experience in the same way. Fifteen programs structured their internship or practicum as a separate and distinct entity in the student's course of study, whereas two programs reported that their primary field-based experience was embedded throughout the program and thus there is not a specific course that can be listed for the primary field based experience. The following elements are common to the internships/practicums:

- The internship/practicum is the primary field-based experience.
- The primary field-based experience is scheduled near the end of a candidate's program.
- Course credit is given for the primary field-based experience.
- The candidates arrange for their placement at a school or schools.
- Candidates are often able to complete the field-based experience in their home schools.
- A program faculty member serves as a university supervisor who meets with the intern and building supervisor on a scheduled basis, and who evaluates the candidate's performance.
- A building level administrator serves as the field supervisor. She/he works with the candidate on an on-going basis and evaluates the candidate at the end of the experience.
- Programs often call the field supervisors "mentors."
- Programs identify minimum contact hours for completion of the internship.

- Programs establish specific elements to document the successful completion of the field-based experience.
- Guidelines for field-based activities are provided.
- Field-based assignments are linked to the ISLLC Standards.
- Data collection assignments and projects are required field-based activities.

Although these field based program elements are fairly consistent, there is notable variation in the number of contact hours the candidates spend in the field. The programs with the highest requirements for student internship contact hours (300 hours) had five times as many contact hours as the program with the fewest number of contact hours (60). The norm for the state seems to be programs requiring between 100 and 150 contact hours, as illustrated in the table below.

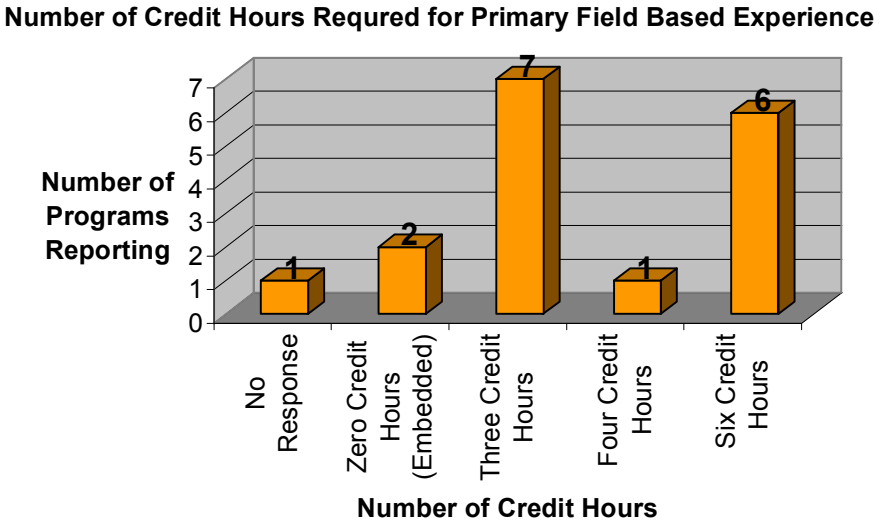


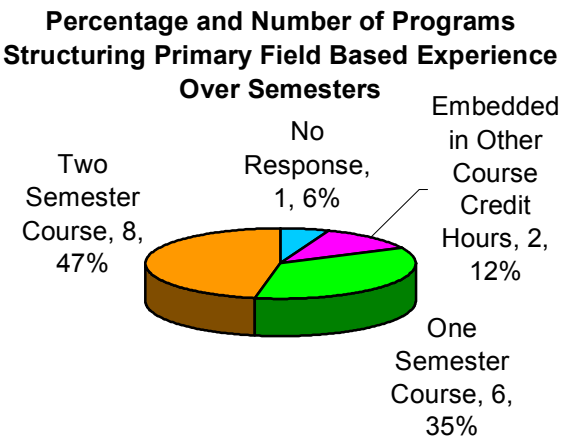
Although the figure represents the minimum number of contact hours required by the programs, many programs reported that students often exceed the minimum number of contact hours as they strive to complete the requirements of the internship or practicum course. Given emerging research that indicates that robust internships matter in terms of student learning (Pounder & Hafner, 2006), programs should attempt to pay greater attention to the internships. However,

purposeful and robust internships require substantial oversight and planning. Thus, they tend to be more expensive and external support from school districts or other entities may be required.

There are differences across the state in terms of the number of credit hours granted for the primary field-based experience and in the number of semesters required to complete the primary field-based experience. As mentioned earlier, two programs in the state do not specifically assign credit hours to the field-based experience, as their primary field-based experience is embedded throughout the curriculum. However, the largest number of programs require either a three credit hour, one semester internship/practicum or a six credit hour, two semester primary field-based experience, as 85% of programs require either a one or two semester course to complete the required number of credit hours.

Contact hour requirements and the number of semesters required for completion are represented in the following charts.



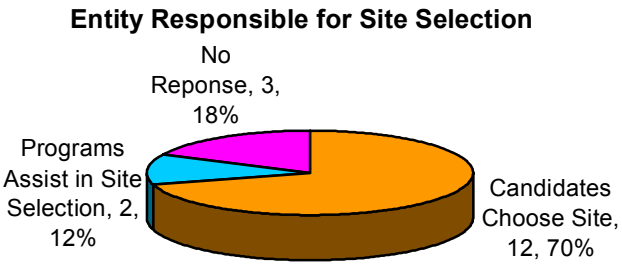


Ten of the sixteen reporting programs require the candidates to participate in some sort of program-sponsored session during their internship or practicum. These sessions consisted of meetings, class sessions, and/or seminars. Rationale for these sessions included networking, increasing knowledge, and/or sharing experiences. The primary field-based experience typically occurs near the end of the candidate's program of study. Eleven programs reported that the primary field-based experience was the last course taken by candidates and two reported that the course could be taken with two courses still remaining. One program scheduled the experience in the middle of the program.

Primary Field-Based Experience Site Selection

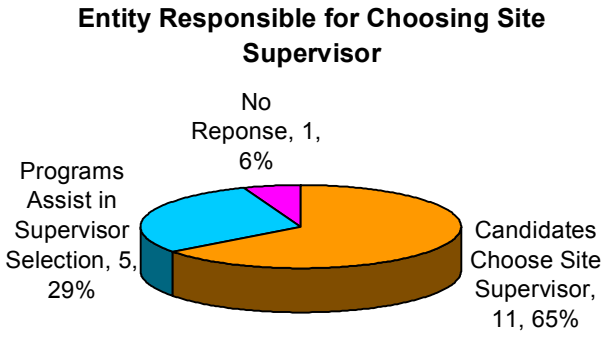
One of the most important structural elements of the primary field based experience is the selection of the internship/practicum site and the supervising personnel. The programs do not diverge in this area. Specifically, of the 14 programs responding to questions regarding site selection, two, or less than 15%, selected the site for the students, not allowing program participants to choose their primary field based experience site. These two programs each had a field placement office that assisted in the selection of the primary field-based experience location. The remaining 12 reporting programs did allow program participants to choose their own site.

Related to the location of the primary field based experience is the selection of the candidate's home school as the primary field based location. Only five programs specifically responded in their narrative that candidates serve their primary field-based experience in their home school, and only three programs specifically responded in their narrative that multiple locations are required for the internship/practicum, but no evidence was provided that at least one of the multiple sites cannot be located at the candidate's home school. Thus, nine programs did not indicate whether candidates can choose the school in which they are currently teaching as their primary field based location.



Finally, six programs indicated that a formalized relationship existed with nearby school districts that served to place candidates in field-based experiences. Two of these university-school corporation internship partnerships developed through LEAD programs, one developed because of the requirement that private schools from which the students are drawn contribute $3000 toward the intern's tuition, and one developed because of the large number of program graduates employed in the area.

Primary Field-Based Experience Oversight



Eleven of the sixteen reporting programs indicated they allowed the candidates to choose or recruit their own onsite review personnel. Only five programs

reported program selection of the onsite review personnel for the candidate's primary field-based experience. Thus, over two-thirds of programs are flexible in student internship placement, allowing program participants, with program approval, to choose their primary field-based experience site and to choose their own oversight person at the field site.

Once the primary field-based experience on-site supervisor is chosen the supervisor is required to keep and submit a written evaluation of the candidate in thirteen of sixteen reporting programs. This evaluation is then considered by the program when determining whether the candidate satisfactorily completed the internship or practicum. The remaining three building level leadership preparation programs require (according to the responses) a practicing principal to supervise the internship or practicum, but did not require any written evaluation to be submitted to the program. All reporting programs use program faculty members to supervise candidates during their internship or practicum although it was largely unclear how these faculty members exactly engage in the supervision of internship and practicum candidates. Several faculty oversight methods were reported across some programs. These include: training of mentors, site visits, meetings, and student conferences. Several programs provided examples of internship handbooks that are shared with mentors that are highly developed and include leadership theory as well as roles and responsibilities. At the other extreme, it was apparent that several programs had no formalized internship handbooks, but rather relied on oral communication, individual faculty and district administrator relationships, and less developed guidelines to provide structure to the internship experience.

Mentors

Twelve of the sixteen reporting programs indicated that they used mentors. Five programs used principals as supervisors and evaluators but did not call them "mentors." Eleven

of the programs that indicated use of mentors described their use of "mentors" as the building principals who supervise the candidates during the internship/practicum experience. Nine of these principals/mentors also evaluated the candidates. Only one program identified a "mentor" who served in a different, non-evaluative mentoring role. In this program the mentor was assigned early in the program and was carefully matched with the candidate. The mentor's non-evaluative role was clearly outlined in a handbook. No program assigned mentors after candidates completed the program in order to support transition to administration. Only one program described an Alumni Cohort which was created by the university to provide on-going support to program completers.

Primary Field Based Experience Candidate Activities

As to the candidates' documentation of their primary field based experience, only two programs reported only requiring documentation of the contact hours. The other fourteen reporting programs require not only documentation of contact hours, but also completion of some form of assignment, project, or portfolio. Specifically, six programs require portfolios to be submitted as evidence of the completion of the experience and four programs require evidence from the field experience be included in their program portfolios. Examples of evidence include assigned reflections, assigned artifacts, action research projects, evidence of shadowing school leaders, evidence of the use of technology, and evidence that all candidates' work be linked to at least one of the Building-level administrator standards.

Finally, concerning the content of the primary field based experience, the programs reported many different candidate activities. The most frequently mentioned candidate activity required during the primary field based experience is data collection and analysis. Fourteen of

the programs required some form of data collection or analysis. The specific data to be collected and analyzed by students is presented in the box below:

Data Collection and Analysis Activities Required by Building-Level Leadership Programs in the Primary Field Based Experience

- Review and utilize test results
- Conduct a safety inspection
- Conduct a study of student retentions or course failures
- Conduct action research
- Use data to address the achievement gap
- Interview and shadow a principal
- Determine the procedures used to prepare for ISTEP
- Determine and collect data to establish and confirm a positive learning environment
- Analyze the staff evaluation procedure
- Analyze the school culture
- Analyze the school's learning environment related to safety, efficiency, and effectiveness
- Collect data to be used to design the master schedule
- Analyze the monitoring of student progress
- Conduct classroom observations
- Analyze the school's Title One budget
- Collect the data needed for revising the School Improvement Plan
- Conduct a small scale school audit

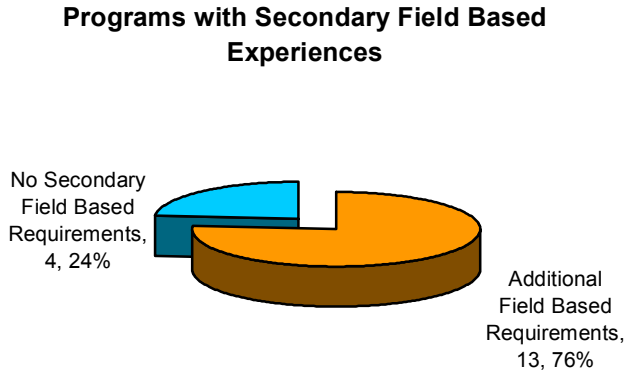
In addition to data collection and analysis, many programs also required the candidates to complete other activities during the course of their primary field based experience. These additional requirements often took the form of a project the students would formally complete and submit during the field experience. The following list contains many examples of the required field based projects the candidates are asked to complete across Indiana. The examples ranged from technical/managerial (building schedules) to more visionary leadership activities dealing with school culture and larger school improvement efforts.

Types of Projects Building-Level Leadership Students are Required to Complete During the Primary Field Based Experience

- Make the class and staff assignments for the following school year
- Develop the budget for the school year
- Design an action research project
- Demonstrate how ISLLC standards were integrated into internship projects
- Design a staff development program
- Develop, write, submit, and implement a grant
- Contribute to the development of a school culture that supports student learning
- Prepare schedules
- Design and implement a project that will impact student learning
- Formulate a curriculum development plan
- Plan and facilitate a staff meeting
- Lead the development of the School Improvement Plan

Secondary Field-Based Experiences

In addition to the primary field-based experience, the formalized internship or practicum, it is important to recognize that the majority of programs have secondary field-based experiences woven into their program curriculum. Often, field-based program requirements not included in a specific internship/practicum course were integrated into coursework in thirteen programs. In particular, two programs specifically integrate experiences throughout all courses so that these experiences serve as the internship/practicum. Seven programs integrate experiences into all courses, two programs integrate experiences into all but one course, and two programs integrate field-based experiences into two courses.



In twelve of the thirteen programs with secondary field based experiences, additional course credit is not provided for the completion of field-based assignments in the courses, meaning the work was a central element of the course credit structure. One program requires candidates to document ten credit hours of field-based work across all courses, which can later be integrated into the internship/practicum. As to the content of the secondary field-based experiences the programs reported a variety of activities. The activities listed in the box to the right represent a sampling of the reported activities in the secondary field-based experience. Field-based experiences seem to be an integral part of most students' pre-service preparation. However, given the wide variety of field experiences, the wide use of convenience criteria for internship and mentorships, and research that suggests that well-designed internships matter in terms of student learning outcomes, programs should carefully consider their internships. Support from the state in terms of data collection on internship placement possibilities and support of districts and universities that partner to form robust internships seem to be useful avenues to consider more carefully. Districts and programs should cooperatively plan internships that serve to align program expertise and district needs.

Examples of Activities of Secondary Field-Based Experience

- Gather data about a school's human, physical, and financial resources
- Conduct action research projects
- Conduct school and climate audits
- Interview and shadow principals and other school leaders
- Lead curriculum alignment activities
- Collect and analyze school and district data
- Observe teachers
- Analyze a school's policies and handbook

J. Program Recruitment of Candidates

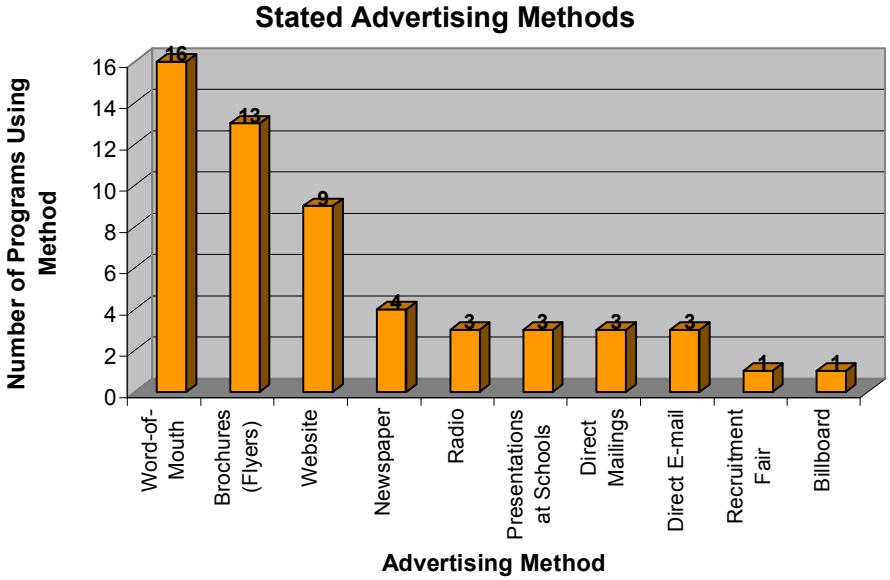
Programs recruit students primarily through word of mouth, brochures, and through their websites. This section reviews ways building-level administrator candidates are recruited and assisted in their enrollment into programs. We also examine recruitment strategies for diverse students.

Contact with Potential Students and Advertising Methods

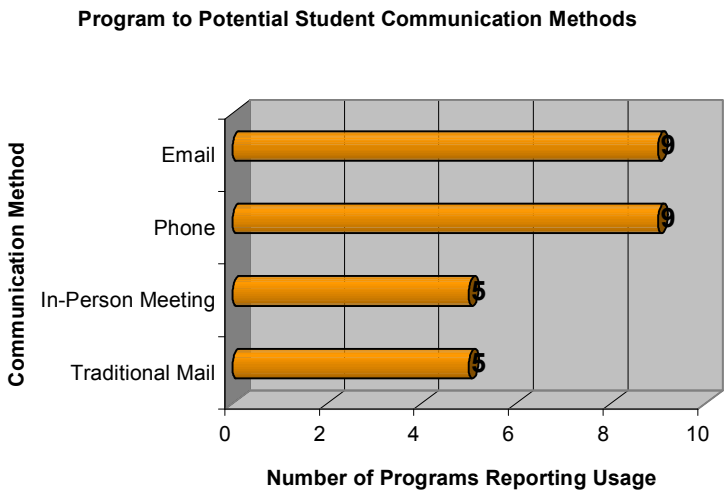
Programs attempt to recruit potential students in three primary ways: word of mouth, brochures, and websites. The most widely used method of recruitment contact is word-of-mouth contact sustained though alumni that are currently serving as administrators and teachers in Indiana schools. The second most popularly stated response to how programs are recruiting for their programs is through the use of brochures and flyers that contain a modest level of information about the program and provide further contact information. These brochures are distributed at various events including direct placement in K-12 schools. The third most frequently stated advertising method was the use of websites. After a review of websites by the researchers, it was found that all programs have websites, but not all programs use their website as a recruitment tool- others use it as an information portal for current and past students. There is a wide range in the usage of websites to recruit students. The range includes a welcome and introduction recruitment video at one program to construction of the website only as portal to application forms and other procedures for current students.

After word-of-mouth, brochures, and websites, the usage of different recruitment tools drops dramatically, with financial constraints mentioned by several programs as a reason for the lack of systematic recruitment efforts. However, even with these constraints,, there is still a wide range of recruitment tools in use by different programs, although none are used at a high rate

across programs. These range from broadly targeted radio, newspaper, and billboard advertising to specifically targeted direct mailings and presentations at schools. Program 11 holds recruitment fairs where minority students are specifically targeted. The full range of the 16 programs' recruitment advertising strategies is listed below.



Once advertising facilitates the potential student's initial contact with the school, another level of student contact is necessary to facilitate enrollment in the program. This level of contact with potential students involves answering questions about the program and engaging in the paperwork processes of enrolling a student, primarily through phone calls and e-mails. These four methods of program to student communication, e-mail, phone, meetings, and mail, are the only reported forms of communication. The number of programs reporting the use of each of these four methods is shown below.



Collaborations with Other Entities

As part of the narrative, the researchers requested the programs to report any contractual or formal linkages with schools, districts, or professional entities that serve to recruit candidates. Five programs, or slightly less than 30%, of Indiana building-level administrator programs, reported such formal linkages with one or more school corporation. Program 7 reported formal connections with 16 school corporations that represent 12% of the total school population in Indiana. Other programs, such as Program 2, have a single partnership with a large school corporation.

Additionally, there are many and various connections with professional associations throughout the state that programs use for recruitment purposes. The most frequent connection with associations occur with the Indiana Association of School Principals (IASP), American Association of School Administrators (AASA), various Indiana regional study councils, and formal alumni groups sponsored either by the individual program or the program's school of education.

The responses indicated few formalized recruitment connections between building-level leadership programs and the teacher education programs within the same universities. Interestingly, only two programs reported a formal connection. As an example, Program 11 has a student-teacher partnership where an undergraduate teacher education student and a building-level administrator student meet formally to discuss various issues including recruitment of the undergraduate student into the building-level leadership program. This seems to be an area for programs to examine more carefully.

However, there do seem to be many informal and ad-hoc connections between building-level leadership faculty and undergraduate teacher education faculty that may lead to recruitment efforts further down the line. For instance, in program 12, "Some faculty teach graduate and undergraduate courses. One [Educational] Leadership faculty member works with student teachers on legal issues and interviewing skills. [And one] faculty member volunteers with Praxis I preparation."

Recruitment of Minority Candidates

The program narrative asked programs to report on specific efforts to recruit minority candidates to their building level administrator programs. Only two programs in the state mentioned specific attempts at minority recruitment. Program 11, as mentioned previously, has a minority recruitment fair each year, and at Program 2 the Dean of the School of Education has specifically emphasized minority recruitment. As part of their building-level leadership's recruitment plan, faculty and recruiters must specifically meet with urban ministers and schools to attempt to diversity their student body. A more typical response indicated desire to recruit minority candidates, without an articulated plan to recruit diverse students: "We have no specific, unique recruitment strategies which target a diverse student population. However, we

desire to do this and are continually looking for students from diverse backgrounds" (Program 4). Program 15 responded as such: "At this point we do not have any specific strategies in place to recruit a more diverse student body. We always try to attract diverse faculty with the hope that by diversifying our faculty we can diversify our student body." Whereas more comprehensive P-20 strategies are certainly needed to address the bridge issues of minority student access to leadership training opportunities, the minority student enrollment numbers may also reflect the general paucity of articulated recruitment strategies amongst the 17 programs in Indiana.

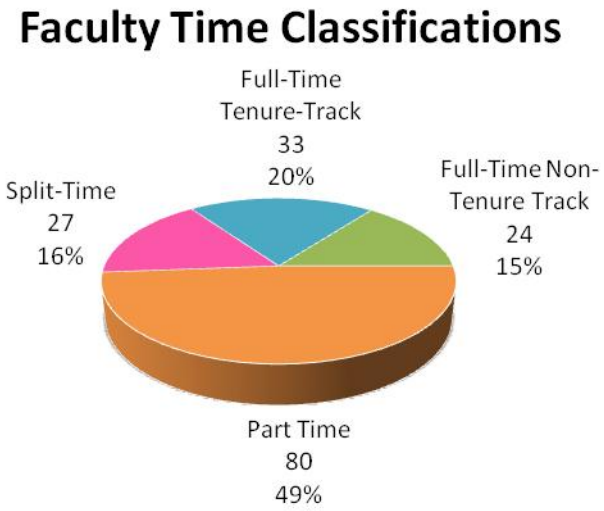
K. Program Faculty

In this section we review program faculty information that was gathered from the narrative instrument. For this section, we did receive responses from all accredited programs. As self-reported data, we expect that there may have been undercounts in some areas as some programs took greater care to count all faculty teaching in the program. With the notable exception of one rapidly expanding program, the reported figures appear consistent with information gathered through programs websites and NCATE /UAS reviews.

Faculty Titles, Positions, and Roles

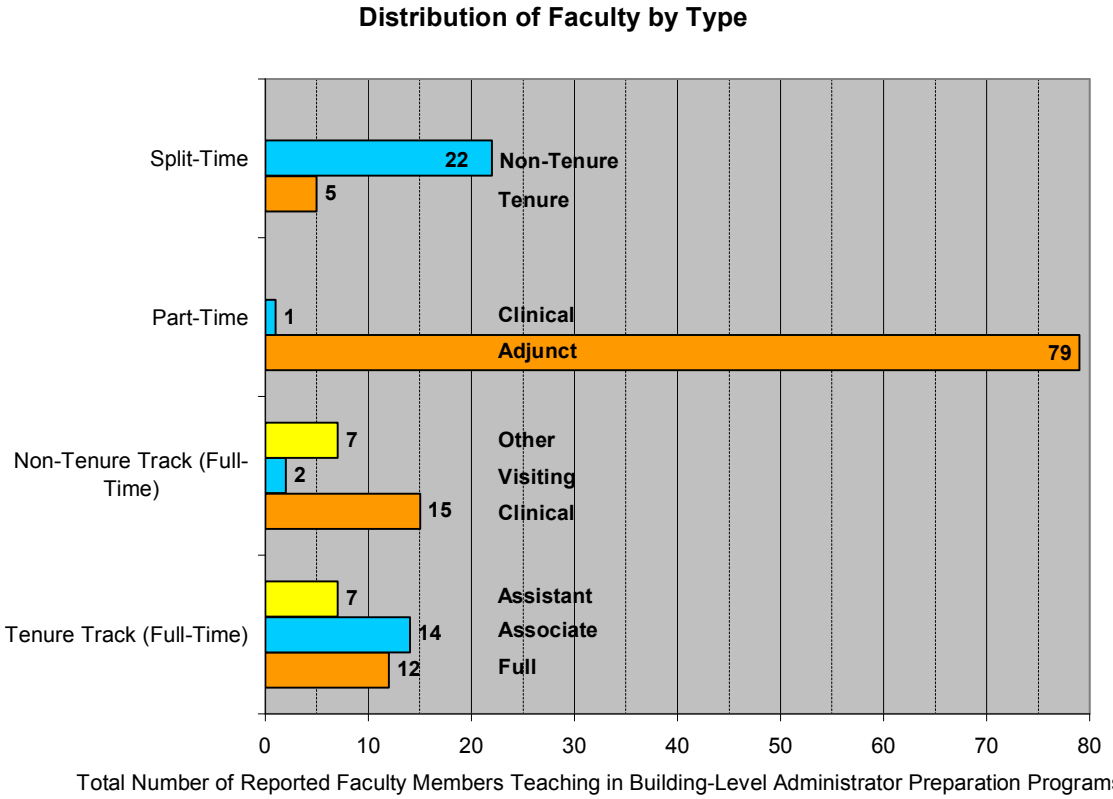
Based on responses from all 17 accredited programs, there are 164 faculty teaching in building-level administrative programs in Indiana. Of these 164 faculty, roughly half (79 people or 48%) are adjunct faculty, with half (80 people or 49%) of the total faculty listed as part-time faculty. If split-time faculty (less than full-time line to building-level leadership program) are added to this total, nearly two-thirds (65%) of the faculty devoted to preparing building-level

leaders in Indiana are not full-time faculty. [8] A graphical representation of this distribution can be seen in the figure below.



Within each of these categories there are further distinctions. First, as to full-time tenure track faculty, the highest percentage is associate professor level faculty. The second most frequent full-time classification is full professor. Finally, assistant professor level faculty members are the least common tenure-track, full-time faculty. The sub-distribution of faculty categories mentioned above can also be seen in the following figure:

[8] Faculty is classified as "full-time" if the faculty member is both employed full-time in an educational administration/leadership faculty position or principal preparation program and devotes a majority of their time to principal preparation teaching, service, and/or research. Within the full-time distinction, faculty is classified as either tenure-track or non-tenure-track and finally classified as closely as possible into the available categories. Within the less than full-time distinction, faculty is classified as part-time and split-time faculty. Split-time faculty are faculty that are employed full-time by the university, but spend less than all of their time in the educational administration/leadership program or principal preparation program. We found that split-time faculty are often located within Curriculum and Instruction departments. Adjunct faculties are typically contracted on a course-by-course basis. Based on our data, observations and conversations with colleagues in other departments, adjunct faculty often are currently practicing administrators, although the programs were not asked to supply this information. Within the part-time category, faculty should be classified as closely as possible within the given classifications. If, at any time, the classification "other" was used in the narrative, programs were asked to further describe that particular faculty classification.



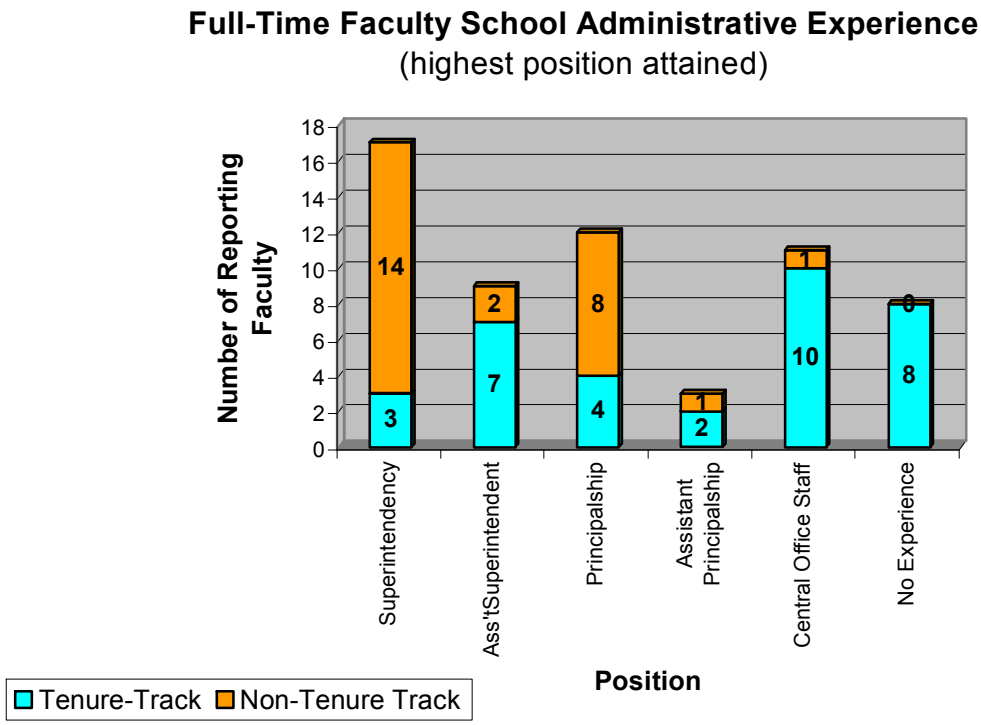
Although the large number of faculty contained in the Adjunct classification above may appear high, because our report is primarily based on self-reporting of data it is possible this number is even higher.[9] The split-time faculty are primarily drawn from other units within the Colleges of Education, most notably Curriculum and Instruction Departments. One program is an exception in that its' faculty primarily reside in other colleges, such as Business, and teach in the leadership preparation program in the summer. The use of part-time adjunct faculty indicates a connection to the "field" of practicing or just retired school administrators, and a recent study of innovative programs indicated that experienced adjunct faculty positively impacted student learning outcomes (LaPointe & Davis, 2006). Yet, the high percentage of adjunct faculty may raise

[9] For instance, Program 17 reported the use of 14 adjunct faculty in response to our inquiry. In reviewing the same program's NCATE report, the program reported 95 faculty that are currently practicing administrators at the advanced level (NCATE classification for all non-initial licensures in education) and the same program's initial program request to the Teacher Education Committee showed double the number of faculty listed to teach various courses in the program.

questions as to program coherence, research-based teaching, and program capacity for quality assessment, reflection, and improvement. That only 20% of the faculty teaching in the programs are tenure line faculty may be another area for concern, as those faculty have certain institutional responsibilities and commitments that part-time and clinical faculty do not have. Furthermore, for the 17 programs accredited in the state of Indiana, only 21 faculty members are employed at the assistant and associate professorship level. These faculty are more likely to be involved in longer term program development and design work and have access to institutional resources and knowledge of broader university institutional procedures that part-time and adjunct faculty typically do not have. Their relative scarcity is notable.

Administrative Experience

Indiana building-level administrative preparation faculty members have significant experience in school leadership positions. Programs were asked to provide information on the school administrative experience of the full-time, non-adjunct faculty. The reported levels of administrative experience attained by current faculty shows some variation not just in the amount of experience, but also in the highest positions in which the faculty served. The breakdown of administrative experience of non-adjunct faculty members in Indiana can be seen on the following page.

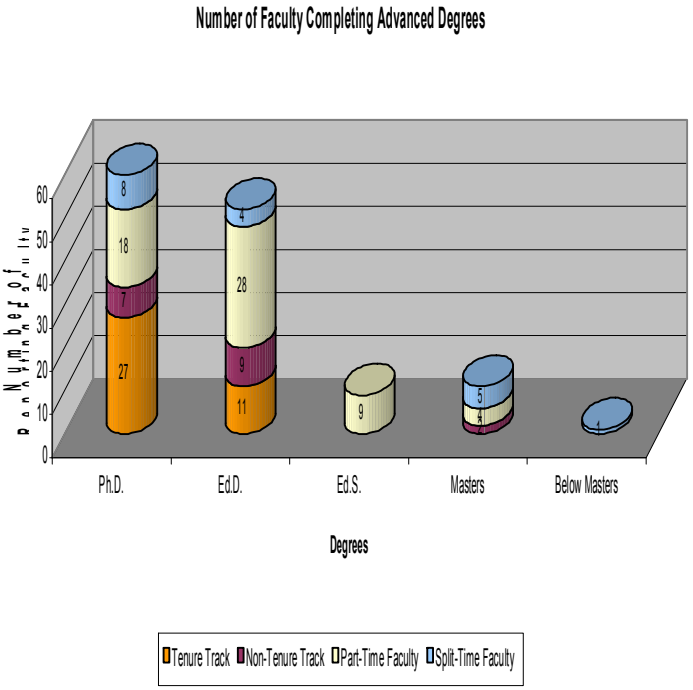


As the chart shows, the most common K-12 levels of school based administrative experience attained by tenure track faculty are in the positions of central office staff or assistant superintendent. However, 8 of the tenure track faculty do not have any administrative experience. Some of the reported positions for this non-administrative experience group include other experiences such as school attorney and school board member. The non-tenure track full-time faculty members have experience mostly at the ranks of the principalship and the superintendency. As such, the non-tenure track (visiting and clinical) faculty all bring some level of school administrative experience to their programs.

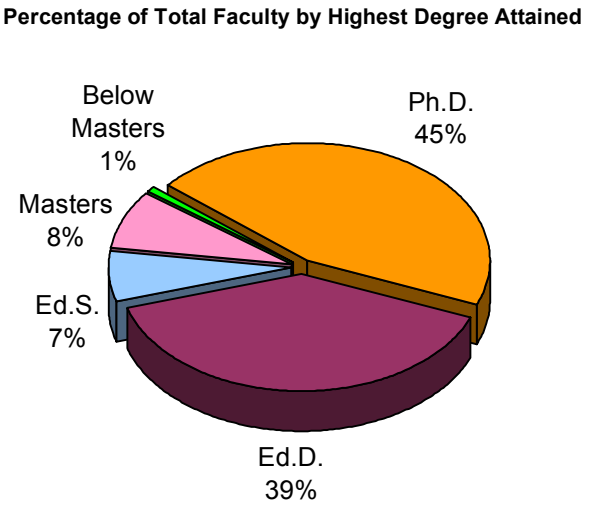
Highest Degree Completed

Programs were asked to provide information for all faculty, including adjunct faculty, on the highest degree completed, including the distribution of Ph.D.s, Ed.D., and Master's level faculty. However, the highest degree information was not reported for all faculty by the

programs so the numbers reported represent a majority of faculty, but not a full sample.



As the figures demonstrate, the highest percentage of program faculty has obtained a Ph.D. A similar, but slightly lower number, obtained an Ed.D. In sum, 84 percent of the building-level administrator faculty in Indiana holds a doctoral level degree. Sixteen percent of faculty in Indiana holds something less than a doctorate as their highest attained degree. If only full-time faculty is considered, then the percentage completing a doctoral level degree jumps to 96 percent. Although the majority of building-level preparation program faculty



have a doctoral degree, a significant percentage, 25%, of part-time and split-time faculty do not have a doctoral level degree, which extrapolated to the full amount of faculty teaching in the programs, means a little less than 20% of faculty do not have terminal degrees. This is further skewed by the size of one larger program that relies heavily on adjunct faculty.

Faculty Responsibilities

As to faculty teaching responsibilities, programs in the state utilize different mechanisms to track the percentage of time faculty are expected to devote towards their teaching responsibilities. This is especially true when reporting on faculty responsibility for oversight of field experiences. Therefore, it is difficult to compile and report given the data on faculty responsibilities provided in the responses. However, a few patterns were clearly noticeable. Full-time tenure track faculty members are expected to teach one to three classes per semester. Full-time non-tenure track faculty members, such as visiting and clinical faculty, are expected to teach more, typically from two to four classes per semester. Adjunct faculty members typically teach only one course per semester and do not necessarily teach every semester. If a full-time faculty member was assigned to program coordination duties and oversight of adjunct faculty, their teaching load is reduced. Finally, field experience oversight was conducted both by full-time and adjunct faculty.

As to research responsibilities, only long standing and large programs reported activity in terms of scholarly work. This represented one of the greatest areas of difference between the programs. In terms of faculty publications, although specific information was requested, many programs responded only generally. The range of responses varied from one program that listed faculty publications in 21 different peer reviewed, academic journals, to other programs that, in the past two years, listed a handful of non-peer reviewed publications in "practitioner" journals.

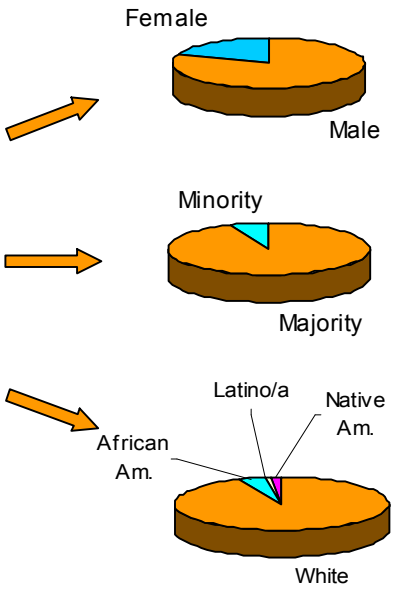
Others reported no publication output by the program. The large state universities far exceeded the small private universities and mid-size to small public universities in terms of publication activity. In particular, two programs' publication production exceeded the combined total of the rest of the state, indicating a distinct departmental emphasis and orientation to national audiences. Program 9 described their publication output in this way: "Faculty who work with our program are part-time adjuncts, and often are on the 'front lines' of leadership positions with area school corporations. As such, none have been published in academic, peer-reviewed journals during the last two years."

Grant activity falls along similar lines, although some small private universities have recently obtained large grants. The monetary value of the grants range from a million dollars to a couple thousand dollars over a two year period. The majority of programs received grants ranging from $20,000 to $200,000.

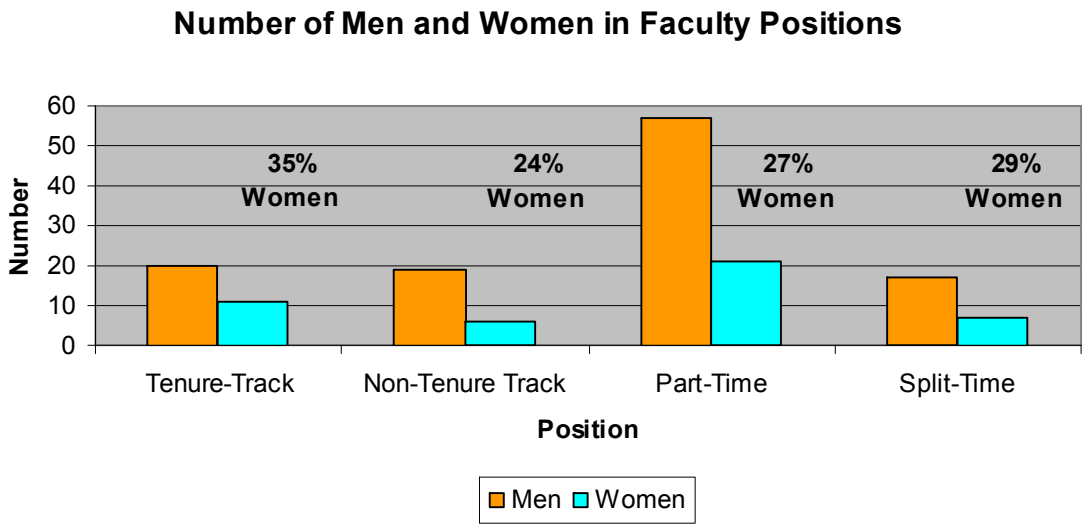
Faculty Diversity

Faculty is predominately White and male, with a fair representation of White female faculty. Less than 7% of program faculty was identified as members of racial minority groups. Of the total minority faculty reported for the state of Indiana, nine are African American, two are Latino and four are Native American.

Demographic	Number Reported	Percentage
Male	187	80.60%
Female	45	19.40%
Majority	217	93.53%
Minority	15	6.47%
Subgroup		
White	217	93.53%
African American	9	3.88%
Latino/a	2	0.86%
Asian American	0	0.00%
Native American	4	1.72%



Furthermore, the distribution of female faculty is not even across the different types of faculty positions. For instance, the disparity in male and female representation is highest among non-tenure, mostly clinical faculty. The disparity is lowest among tenure-track faculty where the percentage of women faculty is 35%. The graphical representation of this phenomenon is presented below.



Conclusion

A marker of a fully developed profession is the ability to self-regulate and improve practice with data and a deep understanding of the distinctive, or signature, characteristics of their field (Schulman, 2005). This chapter of the report provides data to colleges and universities now providing licensure and master's degree programs in Indiana that should inform their program development and operational procedures. In addition, this data was not simply gathered

and disseminated, but we believe that it is part of a signature process of looking in the mirror at our own practice and planting the seed for further collective deliberation on how to improve practice across the state of Indiana. It is clear that programs had strengths in areas of alignment to standards, use of experienced professors, use of ongoing field experiences for students, strong alumni networks, and use of multiple pedagogical approaches. However, in the face of increasing competition and critiques over the quality of program delivery that the data in this report will not quell, programs have much work to continue. Some areas for work will be detailed in the next section.

7. Towards a Mature Self-Regulating Profession: Policy Implications

This report provides a portrait of the state of building level administrator preparation in the state of Indiana, beginning with the approval/accreditation processes and policies before then compiling and presenting production and placement outcomes across the state and in each of the preparation programs, and lastly providing a description of multiple dimensions and characteristics of the programs themselves. While the primary thrust of this study was to investigate programs and conduct a "mapping" study- a state of the state study of building-level leadership preparation in Indiana, the literature- the state data, the programmatic narrative data, and the multitude of conversations with state leaders in principalship preparation lead to us to conclude that changes to conventional processes of preparing of building-level leadership preparation are occurring, but continue to be necessary. The preparation programs themselves, in collaboration with each other and the state governing entities, primarily the Indiana State Department of Education and Division of Professional Standards, will need to address the changes in Indiana's principal preparation landscape and should think carefully about how to continue to grow and assess the efficacy of their practice in order to craft policies and programs that best suit the current and future needs of Indiana' schools. Tackling these issues collectively, as a profession or field, is a signal of professional maturity (Schulman, 2005). What follows is a discussion of the policy implications that emerge from the study. Embedded in the discussion are recommendations that should be considered and in some cases, studied further. For the benefit of multiple audiences the implications are written to provide focus to state level and program level

policy development, implementation, and assessment. A proposed consortium is introduced at the end as a means of vetting and implementing some of the policy proposals, although some actions and responses will have to be taken at the state or individual program level.

A. State Level Policy Implications

The State of Indiana is the accrediting body for educational leadership programs, the licensing entity for educational leadership program graduates at various stages of their career, and the provider of ongoing professional support and development through such entities as the Indiana Principal Leadership Academy. Additionally, K-12 public schools are the eventual employer of the vast majority of licensed building-level administrators. As such, the State of Indiana plays an influential role in educational leadership preparation and has substantial interest in supporting consistently high quality leadership preparation experiences that have an effect on leadership learning, leadership practice, school reform, and eventually and indirectly, student learning (Leithwood, Lewis, Anderson, & Wahlstrom, 2004; Marks & Printy, 2003; Orr & Pounder, 2006). While this study sought to comprehensively document program characteristics and selected outcomes amongst programs, documented differences should not be confused for clearly demarcated quality indicators. We have provided a floor from which to continue to do evaluation work. Robust program evaluation protocols are still to be developed through future data gathering, analysis, and evaluation efforts that attempt to measure program quality and the valued added of principal program preparation via benchmarked indicators. Any responsible future analysis of program quality also necessitates attention to the mediating influences on leadership behavior in different and complex school contexts (Leithwood, et. al, 2004; Orr &

Orphanos, 2007; Rand Corporation, 2004). While increased direct regulation of multiple aspects of programs is not an advisable option at this time because of capacity and reliability concerns, there are several actions the state and a consortium of Indiana Educational Leadership programs should consider in order to benefit the education and development of future school leaders. We therefore discuss multiple policy implications from the study and put forth potential actions for state-level and program level actors in the following pages. Recommended actions were developed through consultation with Diana Pounder of the University of Utah and Joseph Murphy from Vanderbilt University.

State Level Policy Implications

- Require national external review of any proposed new preparation program. The information we collected strongly suggests that there is an overproduction of individuals with building level administrator licenses.
- Direct resources towards evaluating the quality and impact of existing programs. Building from the data presented in this report, the state should fund in-depth quality program review that includes a survey of graduates/completers. This data can be used to upgrade quality at each program and to help program representatives and stakeholders determine the viability of each program.
- Conduct a parallel "mapping" study of Ed.D. and Ph.D. Educational Leadership programs in order to provide a comprehensive portrait of educational leadership preparation in the state.
- Provide professors in educational leadership with professional development in the area of program development and enhancement. This could be structured through a collaborative Indiana Educational Leadership Consortium, which can also provide leadership to programs in areas of assessment and policy.
- Make the SLLA more useful. Currently, the SLLA does not sufficiently differentiate between candidates, nor does it provide formative information to the preparation programs themselves. The cut score should be re-set to ensure some level of candidate differentiation. More finely detailed SLLA results, broken down by candidates' performance across content standards, should be sent to programs for formative evaluation purposes.
- Conduct all NCATE program reviews through the Educational Leadership Special Program Area (SPA), the Educational Leadership Constituent Council (ELCC). In recent history, all programs have passed review through the UAS (Unit Assessment System) and NCATE review process, which has not required SPA review.
- Consider adding program accreditation standards with accompanying criteria:
    - 70% of completers who find administrative positions within 5 years,
    - Successful completion of ELCC review under NCATE, and
    - 90% pass rate on the SLLA.
- Integrate licensure and placement data and monitor institutional placement rates among administrative candidates by institution. The IDOE should generate reports that are sent annually to educational leadership preparation programs, principal associations, and superintendent associations. Subsequently, programs should be required to display administrative placement rates, ELCC review information, and SLLA passage rates on their websites.
- Require a 500 hour clinical dimension to preparation programs, at least 300 hours of which must be in a formal internship that includes students spending ¼ of their time for an academic year or ½ their time for a semester in an intense internship experience. This requires increased opportunities for financial support for internships, including a commitment of district in kind resources (release time) to support administrative candidates and the establishment of scholarships and stipends for short-term internship options.
- Fund a cross program cooperative internship based experience program in collaboration with 1-2 districts.
- Encourage minority recruitment and placement. The state should create and fund a minority scholarship program that covers all expenses of up to 20 candidates per year in return for a commitment to work in Indiana for five years as a school administrator.
- Provide support for program self-assessment, including multiple program graduate outcomes studies carried out by program representatives and stakeholders involved in an Indiana Educational Leadership Consortium. These efforts can inform the development of multiple

- *Require national external review of any proposed new preparation program. The information we collected strongly suggests that there is an overproduction of individuals with building level administrator licenses.*

Even though seven programs have been approved by the Indiana Teacher Education Committee since 2001, the number of actual new principals has only increased slightly. Specifically, while the number of programs has more than doubled in the years since 1998, the actual number of administrative positions for their graduates has only increased slightly at five percent. Careful consideration should be given to any additional program approval, as Indiana may be characterized as having market saturation. Much of the present market afflictions of the building-level leadership programs stem from the glut of potential candidates for these programs. There is presently concern to offer principalship licensure in ways that are convenient to students, whether it is in terms of cost, time, location, or distinct program niche or orientation. With the exception of one program, there is, in effect, an open door policy to licensure in the state of Indiana: virtually all students who apply to an expanded number of accredited programs are admitted and virtually every single one of those students will finish the program and pass the state licensure examination. The result: the numbers of licensed building level administrators in Indiana has risen significantly over the last six years, while the amount of available positions has grown at a much slower rate. Not alone among states in this respect, approximately half of the licensed administrators in Indiana find positions as administrators in the five years after they graduate.

One may fairly state that presently, licensure is not strongly regulated by the state nor is production tightly controlled at the state level by the labor market. Certain critics of educational leadership programs would look at the data and conclude state policies are encouraging a race to the bottom and (Hess & Kelley, 2005; Levine, 2005) as virtually all students are admitted,

virtually all students are licensed, all pass the licensing examination, and salary schedules to not reflect any difference in program graduate efficacy in leading and reforming schools. Others argue that the use of standards themselves allow for more programs to develop as they can easily meet the guideposts to program development that the newly implemented building administrator standards become (English, 2006). Nevertheless, multiple stakeholders should consider the need for such production and the construction of alternative routes, such as teacher leadership options.

- *Direct resources towards evaluating the quality and impact of existing programs. Building from the data presented in this report, the state should fund in- depth quality program review that includes a survey of graduates/completers. This data can be used to upgrade quality at each program and to help program representatives and stakeholders determine the viability of each program.*

Resources can be generated from the state, but also from the programs themselves. A set of state-funded mini-grants that could be utilized to fund program representatives study of their own program outcomes in ways that can also further their research agenda as well as program development work. A larger study would require visits to programs and could be coordinated with NCATE/ELLC reviews so as to minimize impact on programs. Data gathered from these reviews should be available to cooperating members of the Indiana Educational Leadership Consortium in ways that inform program development. Surveys such as the one developed by the UCEA/AERA Taskforce on Evaluating Leadership Preparation Programs (Orr & Pounder, 2006) could be used systematically by all programs and allow some basis for comparison across Indiana and the country. Such a study would not be onerously expensive.

- *Conduct a parallel "mapping" study of Ed.D. and Ph.D. Educational Leadership programs in order to provide a comprehensive portrait of educational leadership preparation in the state.*

This type of study would "complete the picture" of educational leadership preparation in Indiana. It should be carried forth by representatives of a different institution from the authors of this report. Given the limited number of doctoral programs and students, as well as the program narrative that has already been developed for this study, such an effort should not be as large scale as this one has been. Such a report would provide information for program alignment discussions and many of the policy implications of this study might be strengthened by such a report. In combination with this report, such an effort would give distinction to the state of Indiana as possessing the most comprehensive statewide portrait of pre-service leadership development in the country.

- *Provide professors in educational leadership with professional development in the area of program development and enhancement. This could be structured through a collaborative Indiana Educational Leadership Consortium, which can also provide leadership to programs in areas of assessment and policy.*

Information from this report can be made of further use in guiding professional development efforts for program development and enhancement. Areas of particular concern to be addressed through professional development seminars might include program evaluation and assessment, internship development, use of state-level data, culture and diversity issues in the curriculum, and review of pertinent literature on leadership preparation. The consortium members' discussions could guide the selection of topics and national speakers who would bring program development ideas and evidence from other states.

- *Make the SLLA more useful. Currently, the SLLA does not sufficiently differentiate between candidates, nor does it provide formative information to the preparation programs themselves. The cut score should be re-set to ensure some level of candidate differentiation. More finely detailed SLLA results, broken down by candidates' performance across content standards, should be sent to programs for formative evaluation purposes.*

One issue that emerged from this study is that statewide, the School Leadership Licensure Assessment (SLLA) may be interpreted as simply an expensive administrative hurdle for potential principals. All programs reported high passage rates and many programs reported no SLLA failures for many years. Given these passage rates the SLLA is clearly not functioning as a means to differentiate candidate quality, but rather as a minimum hurdle that serves as an additional expense to the student population. Additionally, there is no evidence that passage of this test has any validity as a predictor of effective school leadership behavior, which is a more complex phenomenon than can be captured on one test. However, raising the cut score might serve some differentiating purpose for school districts. Additionally, disaggregating reporting to individual candidates' results across each of the content standards could serve to formatively inform programs as to their curricular strengths and challenges. Continued efforts to develop and assess newly minted administrators competencies over time should continue to be supported.

- *Conduct all NCATE program reviews through the Specialized Program Area Professional Organization (SPA) for educational leadership, the Educational Leadership Constituent Council (ELCC). In recent history, all programs have passed review through the UAS (Unit Assessment System) and NCATE review process, which has not required SPA review.*

Related to the state recommendation above, this study found that programs address NCATE and the UAS submission primarily when they are due. The administrative burden at those times is immense. Programs should continue to develop means to regularly track and document data that align with NCATE and UAS requirements in ways that can inform ongoing internal reviews leading to continuous program improvement through the use of data. Ideally, ongoing evaluation should shift from a notion of compliance and administrative fiat to formative improvement processes that learning organizations do well.

Indiana recognizes that the NCATE process is useful and necessary; however, it has been less focused on determining program capacity and quality in advanced level educational leadership programs. NCATE review is the most relied upon indicator or program quality for the state, yet NCATE investigations and reports to the state of Indiana reflect much less attention to advanced level programs, including leadership preparation. The preparation of school leaders deserves different and more detailed consideration that review under the ELLC entails. Currently the ELLC review is an option for programs- we argue that it should be a requirement that is used in combination with more targeted and ongoing program document review.

As is currently being planned, the Specialty Professional Association (SPA) for educational leadership- the Educational Leadership Constituent Council (ELCC)- has the capacity to engage in more substantive review of building-level administrator programs and should take a more prominent role. Their review, based on the six ISSLC standards, would provide programs the opportunity to receive national recognition and require programs to submit evidence of student attainment of the standards. As well, other recommendations from this report, such as use of graduate survey data and collaborative analysis of graduate outcomes could be easily adapted to this review and would strengthen opportunities for programs to receive national recognition. Salient to the subsequent recommendation, the ELCC not only has six standards for review, but a 7th standard for the internship, which should be designed to provide:

> Significant opportunities for candidates to synthesize and apply the knowledge to practice and develop the skills identified in standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

The adoption of mandated ELLC review would also align with other recommendations of the report, namely assessment and internship recommendations.

The Unit Assessment System (UAS) process does encourage some data collection on the part of programs and it does provide the state some basis to understand the program activities. It is our understanding that the UAS process was designed to encourage continuous data collection at the individual program level. However, at least during the period under review, the UAS seemed to only have an impact on a program in the period when submission was due to the state. Based on the reports submitted to us, for at least the four years following an NCATE visit the UAS process seemed to mean little, at least at the programmatic level. Further, even when the programs submitted UAS documentation to the state, the submissions lacked any consistency that would allow the state to compare activities across programs. Some submissions were hundreds of pages and some submissions were mere dozens of pages. The content of many of these submissions could not provide a reviewer a complete understanding of the procedural workings of the programs, let alone any basis for evaluations of quality.

Thus, the state needs to address the UAS process. Such efforts are already underway at the state level and many of the improvements in the initial stages of the UAS reform seem well founded. However, at a minimum, the state (and programs themselves) would be well served to require more regular programmatic longitudinal data on candidates and completers, as well as more conventional information on faculty, course syllabi, etc. Thus, the state should work with programs to develop a list of information the programs will regularly track and submit in the UAS-like process that is more targeted (areas of emphasis could rotate annually) and ongoing.

- *Consider adding program accreditation standards with accompanying criteria:*
    - *70% of completers who find administrative positions within 5 years*
    - *Successful completion of ELCC review under NCATE*
    - *90% pass rate on the SLLA*

These policy implications should be considered in consultation with program representatives and appropriate rule-making bodies. The first recommendation (70% of program completers finding administrative positions) would focus recruitment and admission processes and require sustained collaboration between universities and school districts over time. These efforts reflect areas where the literature is clearly supportive- focused recruitment and selection (Pounder & Crow, 2005) and school-university partnerships (Murphy, 2006; Sanders & Simpson, 2005) matter in developing the leadership capacity of individuals. The 70% administrative selection rate raises the bar for programs, while also allows for the inherent variability in individuals' career pathways. Thoughtful recruitment and selection of candidates reflects positively for program review protocols developed by the ELLC and for sustained passage rates on the licensure examination.

- *Integrate licensure and placement data and monitor institutional placement rates among administrative candidates by institution. The IDOE should generate reports that are sent annually to educational leadership preparation programs, principal associations, and superintendent associations. Subsequently, programs should be required to display administrative placement rates, ELCC review information, and SLLA passage rates on their websites.*

One of the few indicators of great interest to both programs and the state is institutional placement in administrative positions. High administrative placement rates do not guarantee good instruction and may be largely dependent on institutional location, tapping processes, or other factors; but, if such data were tracked over time, programs could be monitored for consistently low placement rates compared to their historical averages and the statewide average. A minimum of 5 to 10 years would be optimum in order to establish a baseline. With little additional effort programs and equations can be written that will generate this placement data on

an annual basis. The Indiana Department of Education could assist in providing the data to programs.

Many program websites serve only administrative purposes within the programs themselves and contain little information that would aid potential candidates or serve to differentiate their program from other options. The program website is now one of the initial points of contact between programs and potential candidates, yet the most basic information about some programs and their efficacy in preparation is absent. Whereas SLLA passage rates and administrative placement rates are "blunt" and incomplete indicators, such information should be useful for students, program faculty, and employers. As other program assessment data becomes available, programs would inevitably come to use those indicators in the public representation of their program.

- *Require a 500 hour clinical dimension to preparation programs, at least 300 hours of which must be in a formal internship that includes students spending ¼ of their time for an academic year or ½ their time for a semester in an intense internship experience. This requires increased opportunities for financial support for internships, including a commitment of district of in kind resources (release time) to support administrative candidates and the establishment of scholarships and stipends for short-term internship options.*

The internship is the central experienced based requirement of building-level leadership programs, yet, in Indiana, it is largely controlled by the candidate themselves. From site selection, to supervisor section, to documentation, the candidate is chiefly responsible for their own education and most of the daily internship activity is not even known by the faculty supervisor. Thus, programs can only improve the internship if they exercise more control over its aspects, coordinate and plan with school districts, and take a more hands on approach to its management. To the extent possible, the internship should be conducted in placements other than the candidate's home school and over multiple sites, as this not only develops capacity in pre-

service administrators, but informs program completers about future job options and possibilities (Pounder & Hafner, 2006). It is difficult to ensure quality in the internship when there is minimum program involvement in the process and the candidate is functioning in the school setting familiar to the candidate. Such self-selection of field-based placements does not allow the candidate to experience alternative educational methods nor come into contact with alternative networks of individuals that could allow the candidate to more quickly gain an administrative position. While the financial burden of such a recommendation might be high, research suggests that robust internships matter in terms of student learning outcomes. Thus, the cost over time is not as significant as originally conceived and costs should not be born exclusively by individuals and programs, but also by districts through in kind release time for candidates and supervisors.

Examining both the ELCC standard language and the policies in place in other states (Anthes, 2005; Orr & Pounder, 2006), the three hundred hour internship appears as a rigorous, yet feasible standard that conforms to the ELCC expectations and provides a response to what we found: internship experiences vary widely in Indiana, ranging from 60 hours to 300 hours. This is one area where enough research suggests that a more complete and tightly monitored experience makes sense. The ELCC standards call for a six-month (or equivalent) internship experience with planned internship activities throughout the length of the program that increase in complexity. Furthermore, the consortium argues, that candidate experiences should occur in multiple settings and candidates should not only work in schools, but work with community organizations. Internships should be planned cooperatively by the individual, the site supervisor, and the preparation institution's personnel. Addtionally, they should be a minimum of 300 hours in length. Such an internship experience is available at some programs, but as a general rule, almost all programs fall short of the standard. This is particularly important as research has

emerged that suggest that a robust internship is one of the most important indicators of successful programs and students who undertake quality internships learn more and demonstrate greater commitment to the principalship (Bottoms, O'Neill, Fry, & Hill, 2003; Fry, Bottoms, O'Neill, 2005; LaPointe & Davis, 2006; Orr & Orphanos, 2007; Pounder & Hafner, 2006; Wylie & Clark, 1992).

We suggest that what the specific benchmarks of quality are for the internship should be defined collaboratively, that is between state, district, and preparation program stakeholders through the proposed Indiana Educational Leadership Consortium or an appointed Taskforce. Such a process has been accomplished through the Missouri program collaboration (Waddle & Friend, 2006) as well as a recently completed process in New Jersey, where a group of preparation program representatives successfully wrote the policy on internships.

Programs are called upon to establish intimate relationships with school corporations. This can serve multiple purposes. First, it can increase the program's visibility and lead to greater recruitment of candidates. Second, it can provide choices for program candidates for their internship placements. Third, intimate relationships with principals and other administrators at selected school corporations will allow for more rigorous and honest critiques of individual candidates in their internship. If school corporations have interns on a regular basis, they are more likely to take an active and informed role in the intern's preparation. Finally, partner schools can allow program candidates to engage in research for their final projects in a friendly environment.

- *Fund a cross program cooperative internship based experience program in collaboration with 1-2 high need districts.*

There are several examples in other states that can be studied. Such an arrangement would allow for a pooling of preparation program and district assets. It would also provide an alternative that could be studied in comparison to more traditional preparation programs, as well as further center particulars school district needs while guiding program recruitment and development.

- *Encourage minority recruitment and placement, as well as the placement of women in secondary school administrator positions. The state should create and fund a minority scholarship program that covers all expenses of up to 20 candidates per year in return for a commitment to work in Indiana for five years as a school administrator.*

Female representation is a problem in the building-level leadership faculty ranks, as well as in the percentage of graduates that are employed in secondary administrative positions. Minority representation is a problem in every stage of the educational leadership pipeline in Indiana and is part of broader P-20 pipeline issues. Besides making minority and gender representation issues priorities in longitudinal data collection, the state should engage in smaller activities that can have a positive impact on minority and female representation. For instance, activities at the Indiana Principal Leadership Academy can occasionally be geared for specific audiences. Because we know that much of the recruitment for these programs is conducted through word of mouth, such state-level activities can inject the possibility of building-level leadership into conversations that highlight issues of diversity, cultural competency, and leadership for equity.

Currently, the state of Indiana is supporting a P-20 education initiative, as have other states. Such initiatives need to continue to be supported and are a primary way to "grow your own" future educators, particularly future educators from diverse groups. Given that only approximately 5% of the teaching force in Indiana is from a racial ethnic/minority group, yet 28% of K-12 students are minorities, this is a significant resource for education that needs to be developed with a long-term strategy. In the meantime, recruitment in states with higher

percentages of minority candidates should be pursued in coordination with school districts. Minority scholarships have provided significant policy and resource support for the development of minority administrators in other state contexts (Cohen, Darling-Hammond, & LaPointe, 2006).

- *Provide support for program self-assessment, including multiple program graduate outcomes studies carried out by program representatives and stakeholders involved in an Indiana Educational Leadership Consortium. These efforts can inform the development of multiple indicators of program quality.*

The State of Indiana should be concerned with quality indicators. One such quality indicator is graduate placement, mentioned above. But there are several other quality indicators that lack assessment data, including career pathways, information or knowledge learned, perceived efficacy in leadership behavior of completers and their co-workers and staff, and school improvement outcomes. An attempt to survey graduates has been developed through the work of the University Council for Educational Administration AERA SIG Taskforce on Evaluating Leadership Preparation Taskforce. This survey is shortly to be implemented at some programs in the state, but implementation could be encouraged by the state to gain full participation. Because of the standardization of this survey, graduate learning and perception data could be compared across programs. The survey captures learning outcomes and reform behavior. Additional studies can complement this work.

More extensive programmatic self-review efforts are already underway at some institutions. Further, many, but not all, of the building-level leadership programs ha already formed a small working group in Indiana. While it is presently unclear whether such a group will continue to exist after this study, the impetus for its formation, has expired, such a group could serve as a forum for discussions and improvement across all programs. Thus, the state should

find ways to encourage this cooperation among programs toward self-improvement. If the state is presented with formal requests for administrative or conference support for this type of organization, the state should strongly consider fulfilling these requests. If individual programs are capable of accomplishing these goals without further state regulation, everyone saves time and money.

With six institutions spread throughout the state and an institutional mechanism to coordinate efforts (albeit a fairly loosely coupled one), the IU system is uniquely situated to develop and provide models of graduate outcome assessment and evaluation. The breadth of faculty focus, composition, as well as the contextual factors embedded in the different regions the IU institutions serve would provide a sufficient range of variables for interpretation of program effects.

While this study sought to map statewide leadership preparation practices amongst programs, these documented differences amongst programs should not be confused as substitutes for clearly demarcated quality indicators. Responsible and robust program evaluation protocols are still to be developed through future data gathering, analysis, and evaluation that attempts to measure program quality and the valued added of principal program preparation via benchmarked indicators and an analysis of the mediating, contextual influences on leadership behavior (Leithwood, Lewis, Anderson, & Wahlstrom, 2004; Orr & Orphanos, 2007; Rand Corporation, 2004).

B. Program-Level Policy Implications

Many program specific policy recommendations emerge from this study. The most powerful and effective movement toward change among building-level leadership programs can come from the seventeen leadership programs themselves. In the face of increasing market pressures and the heightening possibility of increased governmental regulation, such professional internal regulation is an attractive and compelling option.

Program-level improvement and reflection efforts are already underway both as a result of the information provided in this study and as a result of conventional program review protocols. However, our review of literature on program evaluation and leadership preparation and mapping study of Indiana' 17 building level administrator preparation programs suggests that, in general, more vigorous and ongoing self-assessments of program design and impact are needed. The following program-level policy recommendations are based on the portrait of the state that emerges in the report and represent selected areas for programs to consider in individual and collective forums. Failure to consistently push ourselves to pursue assessment-based improvement that is anchored to program rationales and missions could result in more aggressive state interventions, as has occurred in several of the Southern Regional Education Board states (see Fry, O'Neil, & Bottoms, 2006; also LaPointe & Davis, 2006). Therefore, self-study and collective efforts to improve the efficacy of building level administrator preparation become important pathways for programs to pursue. With this perspective in mind, we discuss the following program-level policy implications that emerge from the study and offer various paths for action:

Program Level Policy Implications

- Continue to seek mission differentiation and program coherence.
- Increase formative use of data, including surveying and tracking completers over time.
- Engage in explicit efforts to boost diverse student enrollment and extend curricular attention to issues of culture and equity.
- Maximize the use of full-time faculty and plan for the use of adjunct faculty in ways that enhances program coherence. Programs should report publicly the percentage of instruction delivered by part-time versus full-time faculty.
- Establish rigorous recruitment, selection, internship, and assessment systems related to desired leadership outcomes. Preparation should also be assessed in light of local needs and conditions.
- Work with districts to limit student self-selection of internship experiences and to provide robust clinical experiences in multiple sites.
- Carefully establish teacher leadership programs, with incentives provided by districts and the state for priority areas such as math, special education, small high school reform, literacy leadership, English Language Learners, etc. A portion of coursework towards administrative licensure could be incorporated into the teacher leadership program.

- *Continue to seek mission differentiation and program coherence.*

The U.S. Department of Education (2004) has characterized conventional leadership preparation programs as lacking vision, purpose, and coherence. In their portrait, students self-enroll without consideration of leadership experience and then progress through discrete, unconnected courses without gaining connections to actual practice or local schools. In contrast, preliminary evidence that more efficacious, high quality leadership preparation programs have clear focus and clarified values about leadership and learning around which the program is coherently organized.

After reviewing the seventeen building-level leadership programs in Indiana, it is clear

that unique program missions and rationales exist. Additionally some program rationales overlap, such as serving the local school district needs where programs overlap. Programs should continue be aware of the building-level leadership "market" within the educational system dynamics in Indiana. This requires identifying primary constituencies and partners and promoting and developing the programmatic features that they do well and distinctively. In a crowded educational leadership preparation landscape that still exhibits a strong demand for leaders capable of reforming schools, faculty and their partners (such as school districts) should carefully design programs around distinct quality indicators. Individual mission statement and/or program rationales should align with program design characteristics. For example, we found that several programs did not have an individual mission statement and submitted the School of Education or the institutional mission statement. Programs should cohere to broader institutional purposes, while also being able to articulate their individual program purpose. Individual program level articulation of purpose and rationale can both focus the work of the program to pre-identified and evaluation-informed goals and as well as differentiate the program to external publics that see a crowded educational preparation landscape. Having such identifying missions such as urban education or Catholic education may help to both clarify and advertise programs to potential school leaders, as well as provide focus for evaluating the success of their program in cohering to its distinct goals.

- *Increase formative use of data, including surveying and tracking completers over time.*

Programs have the responsibility to engage in strategic self-evaluation that is explicitly linked to program mission and rationale. To do so accurately requires at least some data collection on the part of the program. Such data collection should not be too much to ask as surveys of leadership learning and behavior are now being developed and can be administered electronically at low

cost. As an added benefit, such surveys can contribute to an emerging national database. This study showed that potentially formative assessment data is not being systematically collected across the state. This study focused only on the program level data across programs, but there are also multiple levels of data collection opportunities within programs themselves. For example, one program is beginning to carefully track mentors for graduates.

Most programs in the state maintain relationships with graduates and completers. However, substantive and longitudinal contact with completers for the multiple purposes of program evaluation, feedback, and candidate placement is not occurring in any systematic or comprehensive fashion across programs. Not only is candidate placement in administrative positions an indicator of program quality that programs should be monitoring, but the impact or effect of the program on individuals work in school improvement work should to be monitored and assessed through multiple avenues over at least a five year period of time. Additionally, programs should serve as resources for the completers and school leaders through institutes or already established leadership councils.

- *Engage in explicit efforts to boost diverse student enrollment and extend curricular attention to issues of culture and equity.*

The ability to lead learning, distribute leadership, and successfully advocate for equity in demographically more diverse schools are themes that the broader school leadership literature emphasizes. Researchers argue that issue of diversity is also not simply a "minority" issue, but one that should be addressed by majority members as well. Explicit discussion of diversity, race, class, and cultural competence can assist in the work of all in understanding how educational leaders can lead for all (Ladson-Billings, 1994; Marshall & Oliva, 2005). Minority representation is lacking both in the student and faculty ranks in building-level leadership programs. Women

are underrepresented in the faculty ranks and in placement in secondary school contexts. Faculty is 93% white and 80% male in Indiana. This does not proportionally represent Indiana's student population. While it may be harder to recruit women and minority candidates because of the small candidate pool, programs can make efforts to prioritize recruitment of minority and female faculty. We found that adjunct faculty were less diverse than full-time faculty and colleges of education might consider introducing opportunities to do full-time work in through multiple possibilities as resident, clinical and tenure-track faculty.

As demographic shifts continue, issues of learning to work with and lead diverse school communities deserve greater attention and institutional commitment. In general, while programs expressed concern, they did not report to engage in robust affirmative efforts to increase diverse representation at faculty and student levels. Ultimately, the work of improving schools and opportunities for all Hoosiers in multiple P-20 initiatives should assist this effort. Also, efforts to recruit from outside of Indiana might also be considered.

Although the administrative preparation pipeline is more diverse than the teacher workforce, programs should make efforts toward diversifying their enrollment. Most programs admitted that word of mouth was their primary recruitment method, but word of mouth alone may be insufficient to enroll significant percentages of minority students and students with diverse experiences. Word of mouth recruitment tends to be localized to particular schools and particular groups of administrators. Active recruitment of minority students can create a word of mouth community that can eventually provide a more diverse student body.

Even though most programs did attend to issue of culture, diversity, and equity; a review of syllabi suggests that these issues are primarily dealt with in one class: school-community relations. Occasionally these issues are addressed in school law and select other courses, but they

did not appear to occupy significant pedagogical attention. Given the demographic, cultural, and often class-based disparities between program completers and many of Indiana's K-12 children such issues need to be attended to in a comprehensive and complex manner (see Black & Murtadha, 2006). This can also be attended to through the professional development that seeks to develop programs at the state level and involve external consultants as well as continued attention as reflected in IPLA and the proposed Indiana Educational Leadership Consortium agenda.

- *Maximize the use of full-time faculty and plan for the use of adjunct faculty in ways that enhances program coherence. Programs should report publicly the percentage of instruction delivered by part time versus full time faculty.*

Because of the high number of adjunct professors, some programs are moving toward syllabus templates or fixed syllabi for all their courses. While this type of syllabus creation is perhaps more efficient and can ensure greater alignment to standards, it may eliminate the very benefit of adjunct professors, their individual knowledge and experience in educational settings. Ongoing faculty review of all syllabi in reference to the standards and the unique mission of the program syllabi should assist in maintaining program coherence, educating faculty and staff on what is occurring in the classroom, and catalyze conversations on pedagogical quality.

Murphy (2006) and many others argue that educational leadership programs should always have deep connections to practice. Often adjunct professors provide students with insights into the everyday practice of the principalship they would otherwise not be exposed to in what some might categorize as theory driven programs. Studies show that skilled and relatively permanent adjuncts are highly valued by students (Cohen, Darling-Hammond, & LaPointe, 2006) and Indiana's faculty has significant amounts of school-based leadership experience. However, the pendulum seems to be swinging far to the practice extreme, with some programs being

significantly adjunct driven with little emphasis on understanding and using theories that undergird decisions that educational leaders make everyday.

There are only 21 assistant and associate level full-time faculty members in the State of Indiana's building-level leadership programs. Full-time faculty members are intimately tied to program quality and institutional development. They have more at stake and a higher incentive to ensure program quality and a high devotion to the program's mission and goals. Further, there is higher accountability for full-time faculty in the tenure process. Full-time faculty can provide more of a connection to the national field and debate surrounding their specialty, thus providing the most up-to-date information to aid school leaders. Faculty can aid in many of the recommended policy implications mentioned above, such as data collection, program review, and dissemination.

In general, Indiana's programs are marked by their high reliance on adjunct professors. This is related to the relatively low cost of employing part-time faculty on an as needed basis. While there are some subjects that may inherently lend themselves to adjunct professors, the core of the leadership curriculum, such as introductory courses in the principalship, should be taught by full-time faculty as frequently as possible. The data from this study shows that nearly 90 percent of Indiana's full-time faculty members have school administrative experience with the non-experienced full-time members teaching specialty course such as educational law or economics. Thus, Indiana's full-time faculty are also well equipped to provide "practical" experience, but are also versed in the underlying theories and nationwide efforts at reform. Many programs are run with one to two full-time faculty members.

Programs should systematically evaluate the efficacy of their adjunct instructors, as well as the efficacy of course location and delivery decisions. Courses are increasing moving to off-

site locations or online formats. On-campus delivery of courses has a long history in the United States and both instructors and students are aware of some of the standard mechanisms that express quality in delivery, such as attendance, eye contact, checking for understanding, etc. As evidenced in much research, there is no assurance that on campus delivery can be equated with quality and meaningful learning. However, given the rapidly expanding use of online platforms and off campus instruction, programs must carefully consider how to support these delivery mechanisms in ways that promote quality, provide evidence of quality, and align with state standards.

- *Establish rigorous recruitment, selection, internship, and assessment systems related to desired leadership outcomes. Preparation should also be assessed in light of local needs and conditions.*

Programs should establish rigorous recruitment and assessment systems to differentiate candidates and aid in graduate/completer employment. Several emerging studies from the Stanford study of innovative programs (Cohen, Darling-Hammond, & LaPointe, 2006; LaPointe & Davis, 2006; Orr & Stephanos, 2007) as well as a long line of research in educational administrations (see for example, Creighton & Jones, 2001; Leithwood, Jantzi, Coffin, & Wilson, 1996; Pounder & Crow, 2005) argue that poor recruitment and open admissions policies do little to positively impact the profession, while selective admission processes that assess the reflective practice and prior experiences in leading learning make a difference. Since one could fairly contend that Indiana does not have a shortage of certified leaders, while they may have a shortage of highly qualified and willing leaders (Frampton & Didelot, 2003), much greater attention to selective recruitment and assessment of potential leaders is required.

It is easy to simply raise admission requirements, but doing so without careful consideration of multiple factors may have a disparate impact on minority enrollment, already a weakness for Indiana building-level leadership programs. Whether an interview, a trial period, or other admission mechanism, personal interaction with the candidate is an easy way to limit admissions to not only the most highly qualified candidates, but also candidates with the best dispositions to be educational leaders. Either way, however, programs need to move away from admission of every applicant, as many programs indicated in the data.

Data from this study showed that only slightly over half of program graduates are employed in administrative positions in the past five years and that large disparities exists between programs with high placement rates and programs with low placement rates. Further, the low placement rates have furthered a culture of non-employment where some program students have no intention of seeking administrative employment. Thus, programs should make conscious efforts to establish cultures where administrative employment seeking behaviors are the norm. One way to do this is to directly aid students and recent graduates in their administrative job searches. Whether this aid takes the form of job boards, increased mentoring, or recruitment and training with districts, the programs should consider it their duty not just to provide candidates with educational leadership training, but also to aid those candidates in their future careers.

- *Work with districts to limit student self-selection of internship experiences and to provide robust clinical experiences in multiple sites.*

Program exit requirements should be expanded by requiring more extensive internships. From the SLLA to admissions criteria to exit requirements to grading in general, there are few places throughout the program that sufficiently serve as a checkpoint. This finding is confirmed

by the high graduation rates relative to the number of people the programs admit. Thus, as mentioned previously, the major checkpoints for candidates may be in recruitment and later in employment. For the entire span of their building-level leadership preparation program, candidates can be fairly certain in the fact that they will not be removed from the track that will eventually lead to licensure. Thus, programs need to engage in more rigorous, but keenly structured, evaluation of candidates.

For most advanced level degree programs, there is a substantial exit requirement; certainly the dissertation for the educational leadership doctorate is an example. However, while our data showed most programs had a final requirement, there was little evidence of higher levels of rigor in the final program requirement than in other program activities. Thus, programs should consider expanding meaningful student engagement in the final portfolio/internship project. Two programs have students engaging in the project throughout their time in the program. The final assessment before recommendation for licensure should be a substantial assessment of the candidates' ability to be an effective school leader. If programs run portfolios, the portfolios should require more than just good administrative skills to collect all the assignments from the previous classes into a nicely veneered binder. These projects could ensure the public qualified school leaders as well as serve as a barrier to non-committed candidates. In addition, some programs took affirmative efforts to establish mentoring relationships between candidates and current principals. While these relationships often naturally occur within the candidate's home school, a mentoring relationship with a principal at the candidate's home school can have severe limitations for political and other reasons. Thus, program created and encouraged relationships between candidates and practicing principals can offer a more candid relationship for the student in his or her journey toward the administrative position.

- *Carefully establish teacher leadership programs, with incentives provided by districts and the state for priority areas such as math, special education, small high school reform, literacy leadership, English Language Learners, etc. A portion of coursework towards administrative licensure could be incorporated into the teacher leadership program.*

The present salary schedule for teachers encourages further education without asking what the purpose of the further education is. Many students have little intention of pursuing a leadership position post-graduation. Critics argue that building-level leadership programs may offer these teachers the path of least resistance toward increases on their salary schedule (Levine, 2005). Thus, the state should investigate methods to limit the use of educational leadership preparation programs by current teachers solely to boost salary. The present situation is extremely inefficient for the state, for the leadership preparation programs, and for the students whose time may be better served in other educational programs. From the data collected in this study, it is clear the primary purpose of these preparation programs is to train future school principals. The knowledge points that future school principals need do not necessarily equate to the knowledge points that career-long teachers need. For instance, the focus on legal issues related to student disciple and school finance issues in principal preparation programs, while informatory for teachers, is largely information that only principals need to know in their unique capacity.

An emerging area of educational leadership education is in teacher leadership. Programs should encourage teacher leadership programs in lieu of teachers enrolling in educational leadership programs. This type of preparation builds on notions of distributed leadership (Marks & Printy, 2003). It recognizes what is made clear in the Indiana completer placement data and in other national placement data- not all teachers that enroll in an administrative program aspire to administrative roles, although they may wish to develop their leadership skills to contribute to

school improvement efforts in other ways (Creighton & Jones, 2001; Firestone & Rheil, 2005; Frampton, 2003). Teachers who enroll in teacher leader programs could receive training more specific to their future roles, as well as take some courses that apply to licensure and would allow them to make the decision to enter an administrator track after enrolling in a few courses. Given the complex leadership needs and the desire to have leadership capacity stretched across an organization, such programs can provide benefits to schools without misappropriating curricular emphasis on supervisory and management functions that will not pertain to their future roles as teacher leaders.

C. Towards Inquiry-Centered Professional Development: Building the Indiana Educational Leadership Consortium

Some reasonably high profile critiques of principal preparation programs and educational leadership departments have emerged (for example, Hess & Kelly, 2007; Levine, 2005). These voices portray the state of affairs in educational administrator preparation as mediocre and inconsistent (Hess & Kelly, 2005b), and at worst, as "a race to the bottom" (Levine, 2005). Advocacy researchers further argue that the exclusive reliance on University-based educational leadership preparation programs is unnecessary (Hess, 2003). They encourage the emergence of non-university based preparation programs (see Barbour, 2005) and an opening of licensure gate-keeping policies to various alternative providers (Fordham & Broad Foundation, 2003).

Not sitting idly, many within the educational leadership professoriate are responding to these challenges and other shifts in the preparation landscape with renewed interest in improving educational leadership preparation programs. This is reflected in extended commentaries and program evaluation efforts undertaken at the national and state level through educational

leadership associations such as the National Council of Professors of Educational Administration (NCPEA) and its state-level affiliates, as well as the University Council for Educational Administration (UCEA) (see Dembowski & LeMasters, 2006; Murphy, 2006; Orr & Pounder, 2006). Now, more than ever, there is an accumulated sense of urgency to improve principal preparation as many states, urban districts, foundations, and programs themselves question how best to prepare leaders, particularly given perceived or actual shortages of qualified principals and corresponding demand for developing leaders capable of reforming schools. Yet, it is surprising to note that efforts to gather information on leadership programs and to comprehensively describe and "map" the state of educational leadership preparation in individual states are rare. There are efforts underway in Utah (Pounder & Hafner, 2006), Missouri (Friend & Watson, 2006), and incipient efforts in Illinois and Virginia (Orr & Pounder, 2006). This study provides a map of the state of leadership preparation in Indiana and it is now critical that we all "look in the mirror" collectively to improve practice in ways that are meaningful and sustainable. The development and support of a fully representative consortium of Indiana based programs can become an avenue for systematic inquiry as well as collective reflection and action on the implications of the data collected. An Indiana Educational Leadership Consortium holds the promise of university-state-district alliances that strategically share and utilize pedagogical, assessment, and research resources for program development and enhancement.

In particular, an Indiana Educational Leadership consortium could:

- Meet regularly (4 times per year) in locations around the state
- Consist of representatives from all 17 approved building administrator preparation programs, as well as IDOE representatives, and representatives of stakeholder

organizations (such as Principal and Superintendent organizations, Deans of Colleges of Education, SAELP staff, etc.)

- Have a state-level contact who serves as data responsible for tracking and reporting program outcome data to the group, as well as accessing information from the group.
- Systematically implement and collectively interpret outcome studies utilizing surveys already developed at the national level- a primary activity would be to discuss outcome data such as career pathways, as well as studies of program learning and the leadership impact of program completers
- Be linked to professional development activities which bring in national consultants
- Be linked to Indiana Principal Leadership Academy activities
- Provide a forum to identify and recruit minority candidates from inside and outside of the state
- Provide opportunities for professors to engage in substantial service activities and to collaborate in inquiry activities that could lead to publications
- Maintain communication between institutions and serve to illuminate shared processes, as well as distinct program rationales and characteristics
- Be funded by the state, foundations, and programs themselves (through a small fee charged to enrolled students)
- Serve to provide a collective voice on policy matters
- Use NCPEA's state affiliate structure to incorporate

The Indiana principal preparation study has catalyzed a statewide conversation about improving educational leadership preparation. We hope that it begins the kind of professional dialogue and internal evaluation of preparation programs that the field is urgently called upon to do. Additional and methodologically distinct investigations are necessary, but this study represents a first step that is likely to encourage more understanding on the part of the state actors and action on the part of preparation program representatives themselves. Collaborative evaluation work is not easy and takes significant time commitments, yet this approach may be the best way to gain and formatively use detailed, statewide information on preparation program elements (Orr & Pounder, 2006). It allows program representatives and other stakeholders to learn from the efficacious work already occurring in the state, as well as develop the ability to be critical observers of their own practice. Proactively defending educational leadership preparation from outside attack, strategically responding to fluid market pressures, and engaging in self-improvement is an ambitious affair, but there may be no more effective a practice in the long term than examining the reflections in the mirror of our own practices.

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Appendix A: List of Approved Programs

* **Anderson University**
* **Ball State University**
* **Bethel College**
* **Butler University**
* **Indiana State University**
* **Indiana University – Bloomington and Indianapolis**
* **Indiana University - Northwest**
* **Indiana University - South Bend**
* **Indiana University - Southeast**
* **Indiana Wesleyan University**
* **Indiana University Purdue University - Ft. Wayne**
* **Oakland City University**
* **Purdue University**
* **Purdue University - Calumet**
* **University of Indianapolis**
* **University of Notre Dame**
* **University of Southern Indiana**

Appendix B: Indiana Leadership Study Narrative

Indiana Building-Level Leadership Preparation Program Narrative

General Information

1. Name of Institution: _____
2. Name of Department/Program Area: _____
3. Name and Position of Person(s) Completing and Reviewing Narrative: _____
   _____
   _____
   _____
   _____

Introduction

As you might be aware, IUPUI/IU-Bloomington's Department of Educational Leadership received funding from the Indiana Department of Education to initiate a study of Indiana building-level preparation programs this past fall. During the last few months, our study team has reviewed a substantial body of literature on educational leadership preparation programs, has sought input from our educational leadership preparation program colleagues in the state of Indiana in meetings in October and February, as well as engaged national consultants Dr. Joseph Murphy of Vanderbilt University and Dr. Diana Pounder of the University of Utah in designing the study. Additionally, we have linked up with emerging national efforts within the educational leadership professoriate that are collectively addressing the multiple challenges of how to study the efficacy of our own educational leadership preparation programs. As a result of this process, we have developed the following program narrative questionnaire and are seeking responses from each of the seventeen building-level administrator preparation programs in the state of Indiana. Department chairs will be receiving electronic versions of this document shortly.

One primary objective of this Indiana Building-Level Leadership Preparation Program Narrative is to capture in detail elements of leader preparation programs in Indiana in order to provide an overarching description of the state of educational leadership preparation in the state of Indiana. Please note that the information gathered through this narrative, while parallel to UAS and NCATE reviews in some aspects, is distinct in scope and purpose. The UAS and NCATE review processes primarily focus attention on teacher preparation programs. The information gathered in this instrument seeks distinct information that is specific to educational leadership programs. To date there has been no comprehensive effort to collect and analyze information on building level administrator preparation programs in the state of Indiana, as is the case in the vast majority of states.

Another primary objective is to have this instrument, and the processes and efforts it entails, come to serve you and your ongoing program development, as well as our collaborative efforts to inform our own practice in the face of external critiques. It is our desire that the process of collecting information on your program and the reflective conversations it might engender serve you and your program. Additionally, after we receive the program narratives, we will contact you to seek your collaboration in analysis. We have limited funds available to contract seven distinct program representatives to provide one week's worth of analysis of state trends in building level administrator preparation. Our plan is to have up to seven representatives analyze one to two narrative categories during June. No individual programs will be identified at this juncture or in the final report. In coordination with our national consultants, we will provide support, training, and rubrics to these representatives. We also hope to have

them participate with us in distinct forums, such as a panel we have proposed for the NCPEA conference in Lexington, Kentucky in the first week of August. We envision this process engendering productive conversations within our own departments, as well as initiating conversations across our departments.

Through this program narrative instrument you will be asked to describe your institution's building level administrative licensure program, and offer substantial detail and supporting evidence of multiple program elements that are described below. We are primarily interested in obtaining data around the last two program years. You are additionally encouraged to highlight any program elements that may be unique to your program. Although one person may be primarily responsible for responding to this request, additional faculty from each institution should review the narrative for clarity, accuracy, and comprehensiveness of information.

All responses to the following questions will be kept confidential and no specific programs will be identified in any report generated in response to this program narrative. Further, the principal investigator, Bill Black, and accompanying staff, will redact and code program responses before analysis, meaning no other analysts will have access to specifically identifiable program information.

Please return this narrative to us by **June 1, 2006.** Once narrative category analysis has been collected by the first of July, we will compile the analysis and write our report, which should be available in October. Please note that the study has undergone IUPUI IRB review and has been approved.

Please present your narrative in the order of the elements listed on the following pages. Once the elements have been written and reviewed they should be sent electronically to Bill Black at wblack@iupui.edu. Any questions or inquiries about the narrative may also be directed to Bill or Betty Poindexter at bepoinde@indiana.edu. Thank you so much for your attention to our request and we look forward to sharing analysis and the report with you in the future.

Bill Black, Principal Investigator
IUPUI

Betty Poindexter, Project Director
IU-Bloomington

Program Narrative

Operational Definition of Program: Unless specifically indicated otherwise, for purposes of this narrative, "program" refers only to those programs specifically designed to prepare and certify building-level administrators, most commonly principals. This term is intended to include any configuration of courses, methods, and experiences that lead students toward building-level administrative licensure. Thus, "program" refers to completion in the form of a degree, in the form of licensure only, the combination of both, or any other completion method leading to certification for building-level administrators in the state of Indiana. "Program" does not refer to Ed.D, Ph.D., or Ed.S. programs that lead to licensure of Superintendents.

I. Program conceptual or thematic focus

The purpose of this section is to understand the foundational rationale of the program. In a narrative format, please explain your program's conceptual or thematic focus, your institutional mission, and how the two relate. Include your program's rationale for training principals as well as a description of how the program's conceptual or thematic focus is reflected in the program's requirements, pedagogy, faculty, etc. (Suggested response = 1-2 pages).

Attach relevant program level evidence such as institutional mission statement(s), program mission statement(s), program description document(s), or excerpts from accreditation or graduate study report(s).

II. Educational leadership standards to which program is anchored or aligned

The purpose of this section is to ascertain how standards guide your program. In your narrative response, please provide a brief explanation of how the program addresses specific educational leadership standards. In the narrative, please provide answers to the following questions. (Suggested response = 1-2 pages).

Please answer the following questions:

A. *Is your program accredited by any organization? Which one(s)?*
B. *When was your program initiated? Was your program created under specific educational leadership standards? If your program was created before 2002, how did your program incorporate Rules 2002 and the building-level administrator standards?*

Attach relevant program level evidence such as program maps submitted to accrediting organizations.

III. **Program's structural elements**

The purpose of this section is to understand how student experiences are structured. In your narrative response, please provide specific answers to the following questions, and add any additional information relevant to your program structure.

A. *Explain how the program is structured in terms of degrees and/or license certification opportunities. Does the program provide a degree associated with licensure and/or provide coursework and internships leading to licensure-only?*
B. *Does the program allow the enrollment of unclassified students, e.g. nursing school students, arts and sciences students, etc.?*
C. *Which processes are used to review the program's development and progress?*
D. *Are students in your program grouped into cohorts? If so, describe the average cohort size and the structure/delivery format.*
E. *When are classes offered? Are classes offered during the day or at night? Are classes offered during the week or on the weekend? What percentage of your program classes are offered during the day/at night/during the week/during the weekend (approximate if unavailable)?*
F. *What is the average length of program (cohort and/or non-cohort) – in time as well as credit hours? How many courses do most students take each semester? How many total credit hours are required – including proportion of required coursework v. elective coursework v. internship/field experiences?*
G. *On average, how long does it take most students to graduate from your program (Masters and/or licensure-from matriculation to graduation)?*
H. *Does your program allow students to revalidate prior coursework? To what extent is the revalidation option used? What is an average number of courses revalidated in a year? Are there time limits on revalidation?*
I. *How many hours are allowed to be transferred in for program credit?*
J. *Does your program provide credit for prior coursework or other authorized professional experience? If yes, please explain including the criteria used to provide credit.*
K. *Please fill in the following table for the last two academic years.*

Academic Year	Number of Candidates Enrolled in the Program									Number of Program Completers								
	Overall Total	Total Men	Total Women	White	African American	Latino/a	Asian American	Native American	Other	**Overall Total**	Total Men	Total Women	White	African American	Latino/a	Asian American	Native American	Other
2003-2004																		
2004-2005																		

Attach relevant program level evidence such as program description document(s) and course sequence as well as four core course syllabi utilized within the past two years.

IV. Standards and procedures for program candidate admission decisions

The purpose of this section is to understand all forms of candidate assessment the program conducts when admitting students. In a narrative format, please explain all student assessment standards and procedures used in decisions for student admission used in the last two years. For each assessment include the specific criteria, standards, and procedures used to conduct the assessment. Additionally, in your narrative response, please provide specific answers to the following questions.

A. *Please describe the admission process. Are there only certain times of the year that students are admitted? If so, when?*
B. *What are the minimum admission requirements?*
C. *What is the acceptance rate for the program? How many students per year apply to licensure programs? How many are admitted? How many enroll? If applicable, how many students per year apply to the Masters program? How many are admitted? How many enroll?*
D. *What factors are considered in admission decisions? In addition, please complete the following tables.*

Factor	Yes or No	Relative Rank Compared to Other Factors	Minimum Score	Average Score
Grade Point Average				
Recommendations/ References				
Graduate Record Examination Score (Verbal + Math)				
Writing Sample				
Personal Interview				
Miller Analogies Test				
Past Work at the Institution				
Personal Statement				
Prior Experience				
Interview				
Observation of teaching				
Other criteria:				

Year Specific Admissions Information:	2003-2004		2004-2005	
	Licensure Only	Licensure Plus Masters	Licensure-only	Licensure Plus Masters
How many students applied to your program in the year:				
How many of those students who applied were accepted?				
How many of those who were accepted enrolled in your program?				
Of those who enrolled, how many graduated from your program?				

E. Can the GRE requirement be waived for purposes of admission? If so, what conditions need to be met in order to waive this requirement?

Attach relevant program level evidence such as program description documents, assessment rubrics, or applicable excerpts from accreditation or graduate review reports.

V. Program candidate assessment procedures

The purpose of this section is to gain information about the program assessment of candidates while they are enrolled in your program, as well as information on assessment(s) of candidates upon program completion. In your narrative response, describe how candidates are assessed after they are admitted until program completion. Additionally, in your narrative, please provide as specific an answers to the following questions as possible.

A. What assessment(s) of student progress are utilized while students are in the program? What minimum requirements are there for students to continue in the program?
B. Do students in your program turn in a portfolio upon program completion? If so, what is included in a student's portfolio? How do you assess portfolio quality?
C. How do you track your graduates/ completers? Do you survey them? If so, please explain the information you collect and how the information is utilized.
D. Please complete the following table about your program graduates:

Year Specific Admissions Information:	2003-2004		2004-2005	
	Licensure-only	Licensure Plus Masters	Licensure-only	Licensure Plus Masters
Of those who graduated, what percentage took the Indiana licensure examination?				
Of those who took the test, how many passed?				
Of those who graduated and passed the test, from how many applied for P-12 line administration positions?				
Of those who applied for positions, how many were actually placed in an administration position?				

Attach relevant program level evidence such as program description documents, assessment rubrics, or applicable excerpts from accreditation or graduate review reports.

VI. Program curriculum & curriculum sequence

The purpose of this section is to understand your program's curriculum content, sequence, and delivery. In your narrative response, please describe the program's curriculum and how the curriculum reflects the thematic or conceptual focus of the program and institution. This should include further information regarding the course sequence and the major topical areas that are covered in all required courses. In the narrative, please provide specific answers to the following questions.

A. *Which courses are offered in your program? Please include the names & brief descriptions of all required courses, elective courses, and any internships/field experiences.*
B. *Does your program have set syllabi, or do individual faculty create their own? Please describe any syllabus review process the program engages in.*
C. *How many courses were offered per semester in the 2004-2005 school year (please include information for the summer semester). Are the students required to take the courses in a particular sequence? Are students allowed to vary this sequence? If so, approximately what percentage of students vary from the course sequence? What is the process to allow students to obtain variation in the course sequence?*
D. *What is the average course load for students each semester?*

E. *Are students allowed to pick the pace of their program?*
F. *How are issues of diversity addressed in the curriculum or field experiences? Please provide examples.*

Attach relevant program level evidence such as program description document(s), course syllabi including textbooks or readings used, the program matrix, and/or excerpts from program accreditation reports.

VII. Program's teaching methods and pedagogical approaches

The purpose of this section is to understand how candidates engage curriculum content. In your narrative response, indicate the variety of teaching methods used by faculty in four core courses (e.g. lecture/discussion, case studies, simulations, problem-based learning, field application exercises, other), the typical or predominant methods used, and the methods that are typically associated with some courses versus others. Highlight specific teaching methods on four core course syllabi. How might these methods reflect the programs' thematic focus? In the narrative, also provide answers to the following questions. (Suggested response is 3-4 pages).

A. *Indicate the number of classes provided onsite in the last two academic years (where the physical location of the students is on campus).*
B. *Indicate the number of classes provided offsite in the last two academic years (where the physical location of the students is somewhere other than campus, but still at one location, ex. school district or education service center).*
C. *Indicate the number of classes provided exclusively through the web in the last two academic years (where the physical location of the students is at their home or work).*
D. *Are there any hybrid combinations of class offerings not covered in the previous list? If yes, please describe those courses and indicate the number of those classes offered in the last two academic years.*
E. *Describe in what ways the faculty and program employ computer technology.*

Attach relevant program level evidence such as course syllabi.

VIII. Program evaluation and continuing assessment

The purpose of this section is to understand all the evaluations conducted by the program itself. In your narrative response, please describe how the program conducts

self-assessment and evaluation. In the narrative, provide specific answers to the following questions.

A. *How do you monitor your continued alignment with Indiana Building-Level Administrator standards? What procedures and assessments are in place to keep the program aligned to the standards? How might you use those assessment procedures formatively?*
B. *How do you use the UAS process and/or the NCATE review specifically for informing/evaluating ongoing program development?*
C. *What information is regularly tracked and shared with program faculty and administration?*

Attach relevant program level evidence such as program description documents or applicable excerpts from accreditation or graduate review reports.

IX. Program's field experience elements including internship requirements

The purpose of this section is to gain insight into how your program provides candidates connections to the K-12 school setting through different formats. In a narrative format, please explain your program's field-based experience elements. For purposes of this narrative, consider the internship and/or practicum a field based experience. If field-based experiences exist other than the internship, please describe these experiences. In the narrative, please provide specific answers to the following questions (base your responses on the time period between and including Fall Semester 2004 through Summer Semester 2005).

A. *How many contact hours are required for the field-based experience? Does your program have a field based thread, i.e. a field-based experience articulated across several courses? How are field experiences integrated into courses?*
B. *Please specify the credit hours provided for all field-based experiences other than the internship.*
C. *How are students placed in field-based experiences?*
D. *How are field based experiences, including internships, supervised and evaluated? Please describe the field based thread. How do you provide oversight of field based experiences and what evidence is required for completion?*
E. *Does your program have any ongoing relationships or partnerships with districts or LEA's for the purpose of conducting field based experiences? How are these relationships developed? Please describe these relationships.*
F. *Are any courses co-taught between university and field-based personnel? How many? Which ones?*

G. *What percentage of course assignments require students to gather data or information within school environments?*
H. *What evidence do students need to submit to document successful completion of the field-based experience?*
I. *Are mentors used? If so, how? Are students assigned mentors during their field based experiences, including internships? Are students assigned mentors after completion of the program?*

Attach relevant program level internship documentary evidence such as portfolio rubrics, supervisor assessment documents, and internship completion forms.

X. Program's recruitment strategies

The purpose of this section is to understand how programs are attempting to recruit potential candidates. In a narrative format, explain how your program recruits new candidates. Additionally, in your narrative response, please provide specific answers to the following questions.

A. *How do you contact potential students? How do potential students contact you?*
B. *How do you advertise your program? Are mail brochures used? Is the program promoted through the use of electronic portals? Please explain.*
C. *Does your program have any ongoing collaborations with school corporations or associations? Are there any formal or contractual linkages? Please explain.*
D. *Does your program have any ongoing collaborations with professional associations or other groups? Please explain.*
E. *Please explain the role of alumni in recruiting new candidates.*
F. *Does your program have any direct contact with undergraduate teacher education programs, including undergraduate teaching faculty?*
G. *Does your program have any successful or unique student recruitment strategies that are targeted at increasing student diversity? If yes, please explain.*

Attach relevant program level evidence such as program brochures or links to electronic Internet-based advertising.

XI. Program faculty

The purpose of this section is to learn more about the instructors in the building-level administrator preparation program. In a narrative format, describe the program's faculty. In the narrative, please provide specific answers to the following questions (base your responses on the time period between and including Fall Semester 2004 – Summer Semester 2005).

Note: *The following questions categorize faculty into distinct classifications. A primary classification is full-time v. less than full-time faculty. Faculty should only be classified as "full-time" if the faculty member is both employed full time in an educational administration/leadership faculty position or principal preparation program and devotes a significant amount of their time to principal preparation teaching, service, and/or research. Within the full-time distinction, faculty should be classified as either tenure-track or non-tenure-track and finally classified as closely as possible into the available categories.*

Within the less than full-time distinction, faculty are classified as part-time and split-time faculty. Split-time faculty, are faculty that are employed full-time by the university, but spend less than all of their time in the educational administration/leadership program or principal preparation program. Within the part-time category, faculty should be classified as closely as possible within the given classifications. If, at any time, the classification "other" is used in your narrative, please describe that particular faculty classification.

A. *What is the total number of faculty dedicated to building-level administrator preparation in your program? Please complete the following table.*

Full-time							
Tenure Track Faculty				*Non-Tenure Track Faculty*			
Full	*Associate*	*Assistant*	*Lecturer/ Instructor*	*Clinical Faculty*	*Visiting Faculty*	*Research Faculty*	*Other*

Less than Full-time						
Part-Time Faculty				*Split-Time Faculty*		
Adjunct Faculty	*Clinical Faculty*	*Emeritus*	*Other*	*Tenure Track*	*Non-Tenure Track*	*Other*

B. How many of your faculty are:

	Tenure Track Faculty								Non-Tenure Track							
	Full		*Associate*		*Assistant*		*Lecturer/ Instructor*		*Clinical*		*Visiting*		*Research*		*Other*	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
White (Non-Hispanic)																
African American																
Latino/a																
Asian American																
Native American																

	Part-Time Faculty								*Split-Time Faculty*					
	Adjunct		*Clinical*		*Emeritus*		*Other*		*Tenure Track*		*Non-Tenure Track*		*Other*	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
White (Non-Hispanic)														
African American														
Latino/a														
Asian American														
Native American														

C. What percentage of your program courses are taught by:

Full-time							
Tenure Track Faculty				*Non-Tenure Track Faculty*			
Full	*Associate*	*Assistant*	*Lecturer/ Instructor*	*Clinical Faculty*	*Visiting Faculty*	*Research Faculty*	*Other*

Less than Full-time						
Part-Time Faculty				*Split-Time Faculty*		
Adjunct Faculty	*Clinical Faculty*	*Emeritus*	*Other*	*Tenure Track*	*Non-Tenure Track*	*Other*

*D. Of the **full-time** (non-adjunct) faculty in your building-level administrator program, please identify their K-12 administrative experience. (List highest position held- Do not double count)*

	Tenure Track Faculty				*Non-Tenure Track Faculty*			
	Full	*Associate*	*Assistant*	*Lecturer/ Instructor*	*Clinical Faculty*	*Visiting Faculty*	*Research Faculty*	*Other*
None in the K-12 schools								
Superintendency								
Asst. Super/Director at Central Office								
Program Staff Positions Central Office								
Principalship								
Assistant Principalship								
Other, (please explain):								

E. How many credit hours are faculty typically required to teach within educational leadership (building-level administrator only) each academic year?

F. Do faculty teach in other areas? List the faculty with doctoral and Ed.S. teaching responsibilities? List the faculty with undergraduate teaching responsibilities?

G. In the following table, what is the typical course load for faculty in your department?

Full-time							
Tenure Track Faculty				*Non-Tenure Track Faculty*			
Full	*Associate*	*Assistant*	*Lecturer/ Instructor*	*Clinical Faculty*	*Visiting Faculty*	*Research Faculty*	*Other*

Less than Full-time						
Part-Time Faculty				*Split-Time Faculty*		
Adjunct Faculty	*Clinical Faculty*	*Emeritus*	*Other*	*Tenure Track*	*Non-Tenure Track*	*Other*

H. How much of the course load for the faculty members includes oversight of internships or field-based experiences? Are specific faculty assigned to internships or field-based experiences, or are those responsibilities shared?

I. Please list number of faculty with Ph.D, Ed.D, Ed.S., and Masters degrees as their highest degree completed:

	Full-Time		*Less than Full-Time*	
	Tenure-Track	*Non-Tenure Track*	*Part-Time Faculty*	*Split-Time Faculty*
# with Ph.D.				
# with Ed.D.				
# with Ed.S.				
# with Masters				
# below Masters				

J. Please list courses taught by: (Indicate required/core courses).

Course Name and Number	Required/ Core Course	Number of Times Offered in Past 5 Years	Number of Times Offered by Tenure-Track Faculty	Number of Times Offered by Non-Tenure-Track Faculty	Number of Times Offered by Part-Time Faculty	Number of Times Offered by Split-Time Faculty	Name of the Primary Instructor for the Course

K. List the academic, peer-reviewed journals where you and other faculty members associated with the building-level administrator program have published in the last two years. What other scholarly work/production has your faculty engaged in over the past two years?

L. List the grants your faculty members have procured over the past two years.

M. Please provide information regarding faculty leadership in professional organizations.

N. Please provide information regarding the areas of specialty for each full-time faculty member.

O. Please provide the number of years of university experience for each faculty member.

Attach relevant evidence such as abbreviated curricula vitae or excerpts from accreditation or graduate review reports.

XII. Program strengths and/or limitations

The purpose of this section is to provide programs a space to articulate strengths and limitations. In your narrative response, indicate your perceived program strengths and limitations and information about how the strength or the limitation came about. (Suggested response = 1 page).

Attach relevant program level evidence such as accreditation review information.

XIII. Other distinctive program elements or important program information

The purpose of this section is to provide programs space to articulate any other program elements which were not brought out in the preceding sections and to provide any other program information deemed relevant and important. In a narrative format, include any other relevant information about your program that was not captured in the proceeding twelve topical areas. Be sure to include distinctive program elements or other unique program information. (Suggested response = 1 page).

Attach any other relevant program level documents that you would like to share which were not requested previously.

Attachment List

The following is a list of documents that have been requested throughout the narrative. There are no additional documents listed on this page. This list is provided as a reference guide for document collection.

Understandably, access to documents will vary across institutions, and not every document requested will be readily available during completion of this narrative. Because of this, we request all documents that are accessible be attached. These documents will both provide evidence in support of narrative answers and allow the researchers greater insight into the program. Therefore, we request as much documentary evidence as you can provide.

- ❍ Institutional Mission Statement
- ❍ Program/Department Mission Statement
- ❍ Program/Department Description Document(s)
- ❍ Excerpts from Accreditation Report(s)
- ❍ Excerpts from Graduate Study Report(s)
- ❍ NCATE Program Map/Matrix
- ❍ Program Course Sequence
- ❍ Course Syllabi (past 2 years)
- ❍ Assessment Rubrics
- ❍ Internship or Field Based Experience Portfolio Rubrics
- ❍ Internship or Field Based Experience Supervisor Assessment Documents
- ❍ Internship of Field Based Experience Completion Forms
- ❍ Program Brochures
- ❍ Copies of Electronic, such as Internet Based, Advertising
- ❍ Faculty Curricula Vitae
- ❍ Any Other Documents Not Requested, But Which You Would Like to Attach.

Appendix C: Additional Data from Section 5 - Analysis

Position	Ball State U.	Butler U.	Indiana U.	Indiana St. U.	Indiana U. - Northwest	IU-PU-Fort Wayne	IU-PU-Indianapolis	Indiana U. - South Bend	Indiana U. - Southeast	Indiana Wesleyan U.	Oakland City U.	Purdue U.	Purdue U. - Calumet	Others	Total
Large City															
Principal	2	9	6	0	0	0	5	0	0	4	0	0	0	0	26
Elementary School Principal	1	6	4	0	0	0	3	0	0	3	0	1	0	0	18
Elementary/Middle School Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High School Asst. or Vice Principal	1	8	0	2	0	0	1	0	0	4	0	0	0	0	16
High School or Combined Principal	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Principal	0	10	4	1	0	0	5	0	0	5	3	0	0	0	28
Junior High/Middle School Principal	1	1	1	1	0	0	0	0	0	0	1	0	0	0	5
TOTAL PLACED IN ADMINISTRATIVE POSITION IN LARGE CITY	5	34	16	4	0	0	14	0	0	16	4	1	0	0	94
TOTAL UNPLACED WORKING IN LARGE CITY	15	31	14	8	0	3	21	0	0	13	2	4	0	0	111
TOTAL INITIAL LICENSURES WORKING IN LARGE CITY	20	65	30	12	0	3	35	0	0	29	6	5	0	0	205
PERCENTAGE OF LARGE CITY INITIAL LICENSURES PLACED IN ADMINISTRATIVE POSITIONS	25%	52%	53%	33%	-	0%	40%	-	-	55%	67%	20%	-	-	46%
Mid-Size City															
Principal	4	0	1	0	1	3	0	2	0	2	0	0	0	0	13
Elementary School Principal	9	1	3	7	1	5	1	8	0	1	0	0	1	2	39
Elementary/Middle School Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High School Asst. or Vice Principal	5	1	4	3	0	4	0	4	0	5	1	1	0	1	29
High School or Combined Principal	1	0	0	0	1	0	0	1	0	0	0	0	0	1	4
Principal	6	1	1	5	1	9	1	5	2	2	1	1	1	2	38
Junior High/Middle School Principal	2	1	0	2	1	3	0	3	0	1	0	0	0	0	13
TOTAL PLACED IN ADMINISTRATIVE POSITION IN MID-SIZED CITY	27	4	9	17	5	24	2	23	2	11	2	2	2	6	136
TOTAL UNPLACED WORKING IN MID-SIZED CITY	7	1	12	11	14	13	6	10	0	9	12	7	5	6	113
TOTAL INITIAL LICENSURES WORKING IN MID-SIZED CITY	34	5	21	28	19	37	8	33	2	20	14	9	7	12	249
PERCENTAGE OF MID-SIZED CITY INITIAL LICENSURES PLACED IN ADMINISTRATIVE POSITIONS	79%	80%	43%	61%	26%	65%	25%	70%	100%	55%	14%	22%	29%	50%	55%

Position	Ball State U.	Butler U.	Indiana U.	Indiana St. U.	Indiana U. - Northwest	IU-PU-Fort Wayne	IU-PU-Indianapolis	Indiana U. - South Bend	Indiana U. - Southeast	Indiana Wesleyan U.	Oakland City U.	Purdue U.	Purdue U. - Calumet	Others	Total
Urban Large City															
Elementary School Asst. or Vice Principa	2	4	2	1	0	0	0	0	3	1	0	1	3	1	18
Elementary School Principal	4	4	2	5	8	0	6	1	2	3	0	3	6	0	44
Elementary/Middle School Principal	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1
High School Asst. or Vice Principal	3	1	3	6	7	2	3	0	3	4	1	2	3	1	39
High School or Combined Principal	1	3	0	1	0	0	1	0	1	0	2	0	0	0	9
Jr. High/Middle Sch. Asst. or Vice Princi	1	1	4	6	3	1	2	1	2	3	3	2	4	2	35
Junior High/Middle School Principal	1	0	0	1	3	0	2	0	1	0	1	0	0	0	9
TOTAL PLACED IN ADMINISTRATIVE POSITION IN URBAN LARGE CITY	12	13	11	20	21	3	14	2	12	12	7	8	16	4	155
TOTAL UNPLACED WORKING IN URBAN LARGE CITY	18	14	4	12	10	2	16	0	20	11	2	12	14	1	136
TOTAL INITIAL LICENSURES WORKING IN URBAN LARGE CITY	30	27	15	32	31	5	30	2	32	23	9	20	30	5	291
PERCENTAGE OF URBAN LARGE CITY INITIAL LICENSURES PLACED IN ADMINISTRATIVE POSITIONS	40%	48%	73%	63%	68%	60%	47%	100%	38%	52%	78%	40%	53%	80%	53%
Urban Mid-Size City															
Elementary School Asst. or Vice Principa	0	0	0	0	0	1	0	1	0	4	1	0	0	0	7
Elementary School Principal	5	0	4	2	0	2	0	3	0	1	0	2	0	0	19
Elementary/Middle School Principal	0	0	0	1	0	0	0	0	0	1	0	0	0	0	2
High School Asst. or Vice Principal	4	0	2	2	0	5	1	2	0	1	0	4	0	0	21
High School or Combined Principal	2	1	0	1	0	4	1	0	0	0	0	2	0	0	11
Jr. High/Middle Sch. Asst. or Vice Princi	3	1	1	2	0	4	0	1	0	2	0	1	1	0	16
Junior High/Middle School Principal	1	0	1	1	0	0	0	0	0	1	0	0	0	0	4
TOTAL PLACED IN ADMINISTRATIVE POSITION IN URBAN MID-SIZED CITY	15	2	8	9	0	16	2	7	0	10	1	9	1	0	80
TOTAL UNPLACED WORKING IN URBAN MID-SIZED CITY	1	0	3	14	0	6	0	7	0	5	16	3	0	1	56
WORKING IN URBAN MID-SIZED CITY	16	2	11	23	0	22	2	14	0	15	17	12	1	1	136
PERCENTAGE OF URBAN MIDSIZED CITY INITIAL LICENSURES PLACED IN ADMINISTRATIVE POSITIONS	94%	100%	73%	39%	-	73%	100%	50%	-	67%	6%	75%	100%	0%	59%

Position	Ball State U.	Butler U.	Indiana U.	Indiana St. U.	Indiana U. - Northwest	IU-PU-Fort Wayne	IU-PU-Indianapolis	Indiana U. - South Bend	Indiana U. - Southeast	Indiana Wesleyan U.	Oakland City U.	Purdue U.	Purdue U. - Calumet	Others	Total
Large Town															
Elementary School Asst. or Vice Princip	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Elementary School Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Elementary/Middle School Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High School Asst. or Vice Principal	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
High School or Combined Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jr. High/Middle Sch. Asst. or Vice Princi	2	0	0	0	0	0	0	0	0	0	1	0	0	0	3
Junior High/Middle School Principal	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
TOTAL PLACED IN ADMINISTRATIVE POSITION IN LARGE TOWN	2	0	1	0	0	1	0	0	0	0	1	0	0	0	5
TOTAL UNPLACED WORKING IN LARGE TOWN	4	0	0	0	0	0	0	0	0	1	0	0	0	0	5
TOTAL INITIAL LICENSURES WORKING IN LARGE TOWN	6	0	1	0	0	1	0	0	0	1	1	0	0	0	10
PERCENTAGE OF LARGE TOWM INITIAL LICENSURES PLACED IN ADMINISTRATIVE POSITIONS	33%	-	100%	-	-	100%	-	-	-	0%	100%	-	-	-	50%
Small Town															
Elementary School Asst. or Vice Princip	2	0	0	0	0	0	0	1	2	3	0	0	0	1	9
Elementary School Principal	10	0	2	2	0	2	0	1	1	2	1	2	0	0	23
Elementary/Middle School Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High School Asst. or Vice Principal	9	1	0	5	0	5	1	0	2	3	2	0	0	0	28
High School or Combined Principal	0	0	1	4	0	2	0	1	0	0	0	0	0	0	8
Jr. High/Middle Sch. Asst. or Vice Princi	3	0	0	0	0	6	1	0	3	3	1	0	0	0	17
Junior High/Middle School Principal	2	1	1	1	0	0	1	1	0	0	0	0	0	0	7
TOTAL PLACED IN ADMINISTRATIVE POSITION IN SMALL TOWN	26	2	4	12	0	15	3	4	8	11	4	2	0	1	92
TOTAL UNPLACED WORKING IN SMALL TOWN	20	0	7	5	0	10	3	0	6	4	8	1	0	0	64
TOTAL INITIAL LICENSURES WORKING IN SMALL TOWN	46	2	11	17	0	25	6	4	14	15	12	3	0	1	156
PERCENTAGE OF SMALL TOWN INITIAL LICENSURES PLACED IN ADMINISTRATIVE POSITIONS	57%	100%	36%	71%	-	60%	50%	100%	57%	73%	33%	67%	-	100%	59%

Position	Ball State U.	Butler U.	Indiana U.	Indiana St. U.	Indiana U. - Northwest	IU-PU-Fort Wayne	IU-PU-Indianapolis	Indiana U. - South Bend	Indiana U. - Southeast	Indiana Wesleyan U.	Oakland City U.	Purdue U.	Purdue U. - Calumet	Others	Total
Rural Outside MSA															
Elementary School Asst. or Vice Principa	8	1	1	1	0	1	0	0	0	0	1	3	0	0	16
Elementary School Principal	8	2	5	8	0	6	1	1	2	4	3	2	0	0	42
Elementary/Middle School Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High School Asst. or Vice Principal	10	0	2	4	0	3	0	1	1	3	1	1	0	0	26
High School or Combined Principal	4	0	0	5	0	4	0	0	3	1	1	1	0	0	19
Jr. High/Middle Sch. Asst. or Vice Princi	1	0	1	2	0	5	0	0	2	1	0	0	0	0	12
Junior High/Middle School Principal	4	0	2	0	0	0	0	0	1	2	0	1	0	0	10
TOTAL PLACED IN ADMINISTRATIVE POSITION IN Rural Outside MSA	35	3	11	20	0	19	1	2	9	11	6	8	0	0	125
TOTAL UNPLACED WORKING IN Rural Outside MSA	17	0	5	3	0	3	1	2	8	7	13	0	0	1	60
TOTAL INITIAL LICENSURES WORKING IN Rural Outside MSA	52	3	16	23	0	22	2	4	17	18	19	8	0	1	185
PERCENTAGE OF Rural Outside MSA INITIAL LICENSURES PLACED IN ADMINISTRATIVE POSITIONS	67%	100%	69%	87%	-	86%	50%	50%	53%	61%	32%	100%	-	0%	68%
Rural Inside MSA															
Elementary School Asst. or Vice Principa	2	6	3	1	0	1	0	1	0	5	1	0	0	0	20
Elementary School Principal	12	6	6	4	1	3	4	5	5	4	3	6	0	1	60
Elementary/Middle School Principal	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
High School Asst. or Vice Principal	5	2	2	6	1	5	2	1	1	3	3	4	1	2	38
High School or Combined Principal	4	1	0	7	0	1	0	0	2	2	0	0	0	0	17
Jr. High/Middle Sch. Asst. or Vice Princi	4	2	3	1	1	3	1	2	0	1	1	1	0	0	20
Junior High/Middle School Principal	2	3	1	5	0	1	0	0	0	1	0	2	0	0	15
TOTAL PLACED IN ADMINISTRATIVE POSITION IN Rural Inside MSA	29	20	15	24	3	15	7	9	8	16	8	13	1	3	171
TOTAL UNPLACED WORKING IN Rural Inside MSA	15	7	6	17	2	14	3	5	9	12	7	2	0	0	99
TOTAL INITIAL LICENSURES WORKING IN Rural Inside MSA	44	27	21	41	5	29	10	14	17	28	15	15	1	3	270
PERCENTAGE OF Rural Inside MSA INITIAL LICENSURES PLACED IN ADMINISTRATIVE POSITIONS	66%	74%	71%	59%	60%	52%	70%	64%	47%	57%	53%	87%	100%	100%	63%

Position	Ball State U.	Butler U.	Indiana U.	Indiana St. U.	Indiana U. - Northwest	IU-PU-Fort Wayne	IU-PU-Indianapolis	Indiana U. - South Bend	Indiana U. - Southeast	Indiana Wesleyan U.	Oakland City U.	Purdue U.	Purdue U. - Calumet	Others	Total
Unspecified															
Elementary School Asst. or Vice Principa	3	0	3	0	0	0	1	0	0	1	0	0	1	0	9
Elementary School Principal	1	3	1	1	0	0	2	1	0	0	0	0	1	0	10
Elementary/Middle School Principal	0	0	1	1	0	0	0	0	0	0	0	0	0	0	2
High School Asst. or Vice Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High School or Combined Principal	2	0	0	1	0	1	0	1	0	0	0	0	0	0	5
Jr. High/Middle Sch. Asst. or Vice Princi	1	1	0	0	0	0	0	0	2	0	0	1	0	0	5
Junior High/Middle School Principal	0	0	0	1	1	0	0	0	0	0	0	1	0	0	3
TOTAL PLACED IN ADMINISTRATIVE POSITION IN Unspecified	7	4	5	4	1	1	3	2	2	1	0	2	2	0	34
TOTAL UNPLACED WORKING IN Unspecified	28	3	3	0	0	0	2	1	2	4	1	0	1	0	23
TOTAL INITIAL LICENSURES WORKING IN Unspecified	35	7	8	4	1	1	5	3	4	5	1	2	3	0	57
PERCENTAGE OF Unspecified INITIAL LICENSURES PLACED IN ADMINISTRATIVE POSITIONS	20%	57%	63%	100%	100%	100%	60%	67%	50%	20%	0%	100%	67%	-	60%

Appendix D: Questions for Narrative Analysis

Indiana Building-Level Leadership Preparation Program Narrative

ANALYSIS QUESTIONS

Introduction:

We have developed a list of questions designed to **guide** analysis of each of the 13 program narrative categories. We request that you please provide feedback on the questions- Are there better ways of asking the questions? Are there questions that might need to be eliminated? Are there questions that should be included that currently do not appear in this document?

The program narratives serve as the base of an initial systematic attempt to describe the "state of the state" of educational leadership programs. As you analyze the program narratives, please reflect on the questions, narratives, and data thoughtfully and thoroughly. Our goal is to provide systematic analysis of Building Level Administrator programs through the skilled compilation of descriptive statistics, the rich identification of themes and patterns, and syntheses and portrayals of a range of phenomena relating to Principal preparation in the state of Indiana. Please note that we are aware that the narratives and further data may not lend themselves to comprehensive,

definitive, or absolutely clear statements and your insight into the limitations of the data would also be appreciated.

Please use the guiding questions to frame your analysis, please also pay attention to the following benchmarks for your analysis summary, which are based on the work of Joseph Murphy:

- Do the program design, characteristics, and implementation processes provide evidence of coherence to the foundational purpose of the program?
- How is the program scaffolded on practice, including clinical experiences?
- How is the program centered on learning and teaching of children?
- How does the program feature or incorporate authentic student work and assessment?
- How well do the different parts of a program cohere? What is the evidence of coherence between abstract goals and specific practice?
- In what ways do programs use data for improvement?

Please tally totals on all tables and report statewide numbers.

At the end of each section, we prompt you to provide additional thoughts on themes or phenomena that may not have been addressed through our questions- please provide these additional insights.

In addition, we ask that you:

- Summarize the main themes and issues raised by the narratives in the particular category(ies) you analyze, remembering that the report serves as a "state of the state" report.
- Reflect on what your analysis implies for educational leadership programs in Indiana. As a professoriate, what should we be aware of? What needs to be discussed or addressed? What are ongoing challenges? What are some unique or promising practices that would inform each of our programs? What should we discuss within our own programs? What are some specific strengths and limitations which need to be addressed?
- Reflect on the implications of your analysis for State-level policy? What policies may need to be developed or reformed? How are policies appropriate and how might they need to be reformed?

I. **Program conceptual or thematic focus**

The purpose of this section is to understand the foundational rationale of the program. In a narrative format, please explain your program's conceptual or thematic focus, your institutional mission, and how the two relate. Include your program's rationale for training principals as well as a description of how the program's conceptual or thematic focus is reflected in the program's requirements, pedagogy, faculty, etc. (Suggested response = 1-2 pages).

Describe the rationales that emerge for training principals. Use specific narrative evidence. Please categorize the rationales, if possible.

How do the institutional missions and the departmental missions/thematic focus cohere? Use specific narrative evidence.

Are the departmental missions/thematic foci informed by the institutional missions? Are there themes that repeat?

In what ways do programs position their program mission/thematic focus as appropriate for principal preparation in Indiana?

In what ways do programs revisit their conceptual or thematic focus? How often do certain programs do this?

What other information or patterns does the data reveal that was not asked in the previous questions?

Overall, are the programs' mission/thematic focus reflected in the other section(s) you are analyzing? Please provide evidence in your analysis of the other sections that have been assigned to you.

Please provide a summary of statewide themes or trends. Additionally, discuss what emerges in your analysis as particular program strengths and particular program limitations/challenges.

What might your analysis imply for Departments of Educational Leadership?

What might your analysis imply for state-level policy actions and actors?

II. Educational leadership standards to which program is anchored or aligned

The purpose of this section is to ascertain how standards guide your program. In your narrative response, please provide a brief explanation of how the program addresses specific educational leadership standards. In the narrative, please provide answers to the following questions. (Suggested response = 1-2 pages).

Are all of the programs operating under Rules 2002?

How many programs were created before Rules 2002 was passed? How many after? Are the standards evidenced in these programs different from the programs developed after Rules 2002 was passed? Does this make a difference in the program? Explain.

What other standards are used to inform programs?

For the programs that submitted a program map, does the program map represent the program standards? How do the programs convey information about the standards to new faculty members and students in the program? Describe how programs do this. Is there evidence that they do?

How many programs mention the ISLLC standards as part their curriculum? How are the programs presenting the use of the ISLLC standards?

Generally, are Indiana principal preparation programs accredited by any organizations beyond the IPSB/IDOE? Describe.

What other information does the data reveal that was not asked in the previous questions? Please provide a summary of statewide themes or trends. Additionally, discuss what emerges in your analysis as particular program strengths and particular program limitations/challenges?

What might your analysis imply for Departments of Educational Leadership?

What might your analysis imply for state-level policy actions and actors? For example, are the state standards adequate? Are there any specific ways in which the state standards might be changed?

III. **Program's structural elements**

The purpose of this section is to understand how student experiences are structured. In your narrative response, please provide specific answers to the following questions, and add any additional information relevant to your program structure.

How many programs offer licensure-only? How many programs offer a Masters and licensure? How many programs offer a Masters and licensure with the same requirements? How many programs have different requirements for licensure and the Masters? Please provide numbers of programs and percentages.

Do programs offer any other degree or license that is part of the principal preparation program? Describe.

How many and what percentage of programs offer a degree or licensure for the district level administrator or superintendent (Ed.D., Ed.S. or Ph.D)?

Generally, what broad differences (if any) emerge between programs which offer a master's degree and programs that only offer licensure? How many hours (on average) are required for Masters programs and for licensure? What is the range?

How many programs allow the enrollment of unclassified students?

How do the programs review their development and progress? Describe the structures in place to review program structures- are these structures commonly identified?

How are the programs' school of education's broader UAS review process is involved in the program review? Does the program engage in any specific UAS procedures which are distinct from other programs in the school of education?

How many (and percentage) of the programs use the cohort model? What is the overall average size of the cohorts? What is the range? What common elements/aspects are represented across cohorts? What are some distinguishing or unique characteristics of various cohort models?

What justification do programs provide for utilizing cohorts or non-cohort models?

When are the majority of principal preparation classes offered: during the day, weekend, or at night? What are the approximate overall numbers and percentages of classes offered during the day, weekend, and night? How many (and percentage) are offered online and cannot be categorized by time?

What evidence or justification is given for utilizing day, night, or weekend classes (or a combination thereof)?

What is the average length of time students require to complete licensure programs? To complete Masters plus licensure programs? What is the stated range of time required to complete the programs? Are any designed for full-time study?

What is the average number of semesters the programs require for completion? Overall number of semesters for programs offering licensure? Overall number of semesters for programs offering Masters? What is the stated range of numbers of semesters to complete either licensure or Masters plus licensure?

How many courses do students take per semester? Approximate an overall average and range.

What is the overall average number (and range) of credit hours needed for completion of licensure requirements and licensure plus Masters requirements.

Please provide any other descriptive statistical measures you can glean from the data.

How many programs allow revalidation? How many do not allow it? For those that do, how often does the option to revalidate course work seem to be used? What is the average time limit on revalidation?

Do programs allow credit to be transferred in for program completion purposes? On average how many hours can be transferred in? What is the range in hours that can be transferred in?

What is the total percentage of hours that students can transfer in compare to the overall number of hours required for program completion? What patterns do you identify?

Generally, how does the provision of credit for prior experiences or coursework occur? What are some of the criteria used to determine if a prior experience is course worthy?

From the table in question III-K, what information stands out to you? Please tally the totals.

Are there more women or men enrolled in programs? Is it the same ratio at program completion?

What racial/ethnic demographic information stands out to you? Is the racial/ethnic composition of the principal preparation programs in the state representative of the Indiana population as a whole? Is the demographic information consistent across programs or are there wide variations? In what ways do you see variations emerge?

What other information does the data reveal that was not asked in the previous questions?

Please provide a summary of statewide themes or trends. Additionally, discuss what emerges in your analysis as particular program strengths and particular program limitations/challenges.

What might your analysis imply for Departments of Educational Leadership?

What might your analysis imply for state-level policy actions and actors?

IV. Standards and procedures for program candidate admission decisions

The purpose of this section is to understand all forms of candidate assessment the program conducts when admitting students. In a narrative format, please explain all student assessment standards and procedures used in decisions for student admission used in the last two years. For each assessment include the specific criteria, standards, and procedures used to conduct the assessment. Additionally, in your narrative response, please provide specific answers to the following questions.

When applicable, please answer all of the above questions again for the master's program (as opposed to merely licensure).

From the narrative responses, what are the major elements of the admission process? Which are weighted most heavily? Which elements are consistent, which elements vary? Which administrative criteria are unique?

What times of year are students admitted? How many have rolling admission? How many have specific times for admission? If there are specific times for admission, which specific times are the most frequent? Which specific times are the least frequent? How many programs admit year round or only once per year? What are the different application deadlines for the programs? When do programs start during the year?

Is there a large degree of variability in the program admission requirements? What is the range of variability in program admission requirements?

What are the minimum admission requirements, generally? How many programs follow this pattern? Describe some of the outliers that appear on only some or one program's admission requirements? How many programs have such unique outliers?

Is there evidence that if a student fails to meet the stated minimum admission requirements, he or she may find another way to enter?

Does there seem to be a correlation between the level of admission requirements and the percentage of applicants that are admitted? Explain

What is the difference between the number who are accepted and the number who enroll (give percentages)? Is there any difference between the programs across different admission criteria? Use the second table in question IV-D to inform your answer. What trends emerge?

After reviewing all the charts in question IV-D, what stands out to you?

Generally, do programs allow students to waive the GRE or other standardized test requirement? What are the numbers and percentages of those programs allowing students to waive the GRE

requirement? What, generally, are the conditions that must be met to waive the standardized test requirement? How many programs seem to have a standard procedure of waiving the requirement and how many seem to make the decision on a case by case basis?

What other information does the data reveal that was not asked in the previous questions?

Please provide a summary of statewide themes or trends. Additionally, discuss what emerges in your analysis as particular program strengths and particular program limitations/challenges.

What might your analysis imply for Departments of Educational Leadership?

What might your analysis imply for state-level policy actions and actors?

V. Program candidate assessment procedures

The purpose of this section is to gain information about the program assessment of candidates while they are enrolled in your program, as well as information on assessment(s) of candidates upon program completion. In your narrative response, describe how candidates are assessed after they are admitted until program completion. Additionally, in your narrative, please provide as specific an answer to the following questions as possible.

What themes emerged from a review of the programs' narrative responses on candidate assessments? How are the assessment procedures standardized and how do they vary? Provide examples.

How many assessments are conducted throughout the program on average across the different programs? At what junctures do these assessments emerge?

What are the different types of assessments? Rank them in order of frequency used across the programs.

Do most programs have articulated minimum requirements for continuation in the program? What are those requirements? Are most programs similar in their continuation requirements? How often do the programs check to see if the students are below the continuation line?

Narratively explain how portfolios are used across programs. What themes emerge as consistent and what variability is there? How many programs use portfolios? How many programs use portfolios as the primary assessment tool?

What is the role of the Unit Assessment System (UAS)? How does candidate assessment fit into the UAS?

Generally, what is included in the student portfolio? Are there similar requirements across programs? What are some similar elements that appear in the portfolios? What are some of the unique elements?

How do the programs assess the portfolios? Is there a team? Provide examples of the teams. Is it assessed for particular classes? Do the students get the opportunity to defend their portfolios?

How many programs track graduates/completers? Of those who do, how do they track them? Do the student's self-report? How many years are they tracked?

If the programs collect data on program completers, what sort of data is collected? Are completers asked about the program? Are the completers asked about the quality of program completers? Are the responses incorporated into the program's self assessment?

What percentage, statewide, of principalship program completers take the licensure exam? Of those, how many pass? On the first try? What are the implications of those numbers?

What percentage of students applied for administrative positions after program completion? Of, these how many took administrative positions? Is there evidence of this? Do programs seem to track this?

What conclusions do you draw, generally, from knowing the numbers of applicants and accepted administrators out of the pool of program completers?

What other information does the data reveal that was not asked in the previous questions?

Please provide a summary of statewide themes or trends. Additionally, discuss what emerges in your analysis as particular program strengths and particular program limitations/challenges.

What might your analysis imply for Departments of Educational Leadership?

What might your analysis imply for state-level policy actions and actors?

VI. **Program curriculum & curriculum sequence**

The purpose of this section is to understand your program's curriculum content, sequence, and delivery. In your narrative response, please describe the program's curriculum and how the curriculum reflects the thematic or conceptual focus of the program and institution. This should include further information regarding the course sequence and the major topical areas that are covered in all required courses. In the narrative, please provide specific answers to the following questions.

Please provide a general description of what you would consider a typical program content. How many classes are required, what types of classes are required. In what ways do programs overlap?

Do the program's curriculum show evidence that reflects the program's mission? In what ways do they reflect the conceptual or thematic focus of the program or institution?

Is there more or less variation among programs than you expected? Please explain the variance among programs. In what areas does the variance typically occur?

Please list, in the order of prevalence with the most prevalent first, the courses covered by the curriculum?

What percentage of programs have a specific course sequence? How extensive (in numbers of courses) are typical course sequences- is there a range?

Are elective courses offered in most programs? Is there a difference between programs with licensure-only and programs with Master's and licensure? Provide examples of elective courses. In what areas and frequency (i.e. special education) are courses offered? Is there a correlation between programs that use the cohort model and the courses that do not offer elective courses?

Describe the main ways the programs structure the internships and field requirements, and describe any innovate ways. Are there separate courses for each or are they interwoven into the existing curriculum? If possible, provide the number and percentage of separate courses versus interwoven field experiences.

How are syllabi constructed and by whom? Describe the main ways in which syllabi are constructed, and describe any innovate ways.

Describe the syllabi review processes at various institutions? How many stated they had a specific syllabus review process and how many do not? Are most faculty-created syllabi subject to a review process? Provide a couple of examples of the syllabi review process.

Overall, what is the average number of classes offered at principal training institutions state-wide? What is the average state-wide each semester? What is the highest number of classes? What is the lowest number of classes? Please graph the distribution of the number of classes offered each semester.

If there is a pre-determined course sequence, how many programs allow their students to vary from the sequence? Is this variation option used often? How many programs? What is the state-wide estimated percentage of students that vary from the pre-determined course sequence? How easy or hard does it seem for students to vary from the course sequence? What is a typical procedure for obtaining a variation in course sequence?

What is the state-wide average for student course-load per semester? On what basis might there be variation?

How many programs allow students to choose the pace of their programs?

Describe various ways in which diversity is addressed in the curriculum? How integral is it to programs? What language and conceptual frameworks provide evidence of diversity integration? Does it generally seem that the programs have made a conscious effort to weave issues of diversity into their curriculum? How is diversity weaved into the program's field experience curriculum?

Is special education addressed in the curriculum? How is it addressed in the curriculum? Are English Language Learners addressed in the curriculum? How is it addressed in the curriculum?

In what ways is there evidence that state policies influence program curriculum?

How does the state licensing exam, the SLLA, influence the program curriculum?

What other information does the data reveal that was not asked in the previous questions?

Please provide a summary of statewide themes or trends. Additionally, discuss what emerges in your analysis as particular program strengths and particular program limitations/challenges.

What might your analysis imply for Departments of Educational Leadership? For example, overall, is the curriculum adequate to train candidates for their future positions as school administrators? Is the curriculum appropriate?

What might your analysis imply for state-level policy actions and actors?

VII. **Program's teaching methods and pedagogical approaches**

The purpose of this section is to understand how candidates engage curriculum content. In your narrative response, indicate the variety of teaching methods used by faculty in four core courses (e.g. lecture/discussion, case studies, simulations, problem-based learning, field application exercises, other), the typical or predominant methods used, and the methods that are typically associated with some courses versus others. Highlight specific teaching methods on four core course syllabi. How might these methods reflect the programs' thematic focus? In the narrative, also provide answers to the following questions. (Suggested response is 3-4 pages).

Please describe the primary method of instruction provided in the narratives. What is the most frequent type of teaching method employed? How many programs listed this method as their most typical/frequent method used? Are there programs that employ a variety of teaching methods? Describe the programs that seem to have the most variety as well as the most consistent teaching methods.

What teaching methods are typically associated with particular courses? Are there identifiable trends? For example, are specific courses or content areas most likely to be lecture? What courses are most likely to have a field experience included with them?

Do the teaching approaches seem to reflect the program's mission? Provide examples.

What is the total number of classes and percentage offered onsite, offsite, and on the web? Were there more offsite or web classes offered in the most recent year? Is there evidence of a trend?

What types of hybrid classes are offered by the programs? What does the evidence indicate about what hybrid means? How many programs have classes that fit into this category? Are there trends of hybrid classes? What are those trends?

In what ways are the programs using technology in their class offerings? How are programs using computers in the program other than in their class offerings? Describe some of the unique ways computers are used.

From a pedagogical perspective, in what ways are the courses that employ the web or other computer-aided instruction (besides typical forms such as PowerPoint presentations) as adequate or as appropriate as classroom based instruction?

What other information does the data reveal that was not asked in the previous questions?

Please provide a summary of statewide themes or trends. Additionally, discuss what emerges in your analysis as particular program strengths and particular program limitations/challenges

What might your analysis imply for Departments of Educational Leadership?

What might your analysis imply for state-level policy actions and actors?

VIII. **Program evaluation and continuing assessment**

The purpose of this section is to understand all the evaluations conducted by the program itself. In your narrative response, please describe how the program conducts self-assessment and evaluation. In the narrative, provide specific answers to the following questions.

In what ways does each program conduct self-assessment and evaluation? What approaches cut across programs? What are some unusual means of assessing? How many programs use the UAS process specifically within their program? How do the programs use the UAS process? Is there ongoing (at least yearly) use of the UAS process, or does it appear that the UAS process is only used in UAS response years?

In what ways do programs employ an outside committee to aid in the program evaluation? How many? What are the committee structures that are utilized?

How do faculty review and evaluate their programs? What types of program faculty committees are used to evaluate the program? How many programs have such a review committee among their faculty? What types of activities does it appear the committee engages in?

How do the programs monitor their continued alignment with the Indiana standards? What aspects of the program, such as curriculum, does the monitoring process affect?

Do the programs have different or distinct processes in place to monitor continued alignment with the standards?

How many programs use the NCATE process specifically within their program? How do the programs use the NCATE process? Is there ongoing (at least yearly) use of the NCATE process, or does the evidence suggest that the NCATE process is only used in NCATE response years?

How do the UAS and NCATE review process interact with responses to program evaluations and continuing assessment?

Generally, what information is tracked for the purposes of program evaluation and improvement? What is some typical data that is tracked? How are they used? Some unique data? What criteria are used to determine the effect or current decision making? What are mechanisms for making changes? Is there evidence of followership for those changes?

How is the tracked data presented to faculty or other participants in the program evaluation and review process? What evidence is there of the use of such data in making program changes? How widespread is this?

Is there any evidence of programs collecting data on their graduates behavior or work in schools or their graduates' impact on student outcomes? If so, please describe the type and extent of this work.

What other information does the data reveal that was not asked in the previous questions?

Please provide a summary of statewide themes or trends. Additionally, discuss what emerges in your analysis as particular program strengths and particular program limitations/challenges.

What might your analysis imply for Departments of Educational Leadership?

What might your analysis imply for state-level policy actions and actors?

IX. **Program's field experience elements including internship requirements**

The purpose of this section is to gain insight into how your program provides candidates connections to the K-12 school setting through different formats. In a narrative format, please explain your program's field-based experience elements. For purposes of this narrative, consider the internship and/or practicum a field based experience. If field-based experiences exist other than the internship, please describe these experiences. In the narrative, please provide specific answers to the following questions (base your responses on the time period between and including Fall Semester 2004 through Summer Semester 2005).

List the primary field-based experience for each program. Is the internship the primary field-based experience?

What is the principle (no pun intended) form of internship? What does it typically look like? What are the variations? Other than internships, describe the most popular forms of field-based experiences. What are some of the unique forms of field-based experiences?

What is the average number of contact hours required for interns across programs? How many course hours are involved – average and range? What are the average number of contact hours for the internship component (if stand-alone) versus course-based field requirements? Describe how programs define contact hours.

Describe the typical way in which field-based requirements are integrated into courses. What is the percentage of this sort of integration?

What credits are provided for field-based work other than the internship? Do these credits typically accompany traditional classroom based curriculum?

Describe how the students are placed in the field-based requirements, including internships. Who places them? What role do the students play in this process, typically? Does it seem that students are typically placed in their existing schools for the field based requirements or are they required to go elsewhere?

Typically, how are field-based experiences supervised? Generally, does it seem the primary supervision is undertaken by the program faculty or the onsite personnel? How are onsite personnel recruited? Is there quality concerns and how are these monitored? If onsite personnel, how do they communicate their evaluations to the program? If program faculty, how do the faculty ensure accurate evaluation onsite?

What is typically required of the students to show evidence of completion of the primary field-based experience? If a portfolio is required, what is required for the portfolio? How many programs use the portfolio?

When in the course of the program do the primary field-based experiences occur, typically?

What percentage of programs have ongoing relationships or partnerships with an LEA for the purpose of field-based experiences? What kinds of relationships are there? In the programs that do have relationships, typically how many does a program maintain relationships with these educational institutions?

Generally, is there a pattern to how relationships between programs and individual schools form? Describe the most common relationships and provide the five most interesting examples of how these relationships formed.

How many programs have co-taught courses between program faculty and field-based personnel? In total, how many such courses exist in Indiana? Is there a pattern as to the content of these courses (i.e. are they usually related to a field-based experience/ internship and/or other content)?

What is the total percentage of courses that require students to gather data or information from schools or conduct projects in schools? Approximate if you can tell (i.e.data gathering).

Is there any evidence of what types of data are collected from school environments? If so, please describe. Is there evidence of types of projects? If so, please describe.

How are student's field-based experiences approved? What evidence or process is required for approval? If there is a portfolio, what must be contained in the portfolio? As a general point, how rigorous are the evidentiary requirements for completion of the field-based experiences? Provide examples of programs that utilize evidentiary requirements.

How many programs have a mentor system? If a mentor system is used, do all program candidates receive mentors? Are multiple candidates assigned to a single mentor?

If mentors are used, at what point in the program is the mentor assigned? How many programs assign mentors only for the field-based experience? How many assign mentors only at completion? How many assign mentors throughout the program?

Describe the typical mentor system and the rationale that such an experience will benefit the candidate? Describe any promising mentor programs.

What other information does the data reveal that was not asked in the previous questions? Please provide a summary of statewide themes or trends. Additionally, discuss what emerges in your analysis as particular program strengths and particular program limitations/challenges.

From a policy perspective, after reviewing the mentor systems, should the use of mentors be further encouraged, discouraged, or neither?

What might your analysis imply for Departments of Educational Leadership?

What might your analysis imply for state-level policy actions and actors?

X. **Program's recruitment strategies**

The purpose of this section is to understand how programs are attempting to recruit potential candidates. In a narrative format, explain how your program recruits new candidates. Additionally, in your narrative response, please provide specific answers to the following questions.

What are the most prevalent ways programs contact potential students? What are some of the more unusual or creative ways?

What are the most prevalent ways potential candidates contact programs? What are some of the more unusual ways? Is it more frequent that potential candidates contact faculty members or the program through the program secretary?

Please list the most popular ways programs advertise and the estimated prevalence of each of the methods. How is the mail used to advertise programs? Generally, how is the electronic media used to advertise programs? Are there any surprises or oddities worth mentioning? Explain.

How many programs have ongoing linkages with school corporations, professional associations, or alumni for the purpose of advertising their programs? Of these, how many have formal linkages? Describe the most prevalent ones and differences. What is typically contained in the formal linkage?

Is there a difference in the linkage if the linkage is between a school corporation and a program and a professional association and a program?

Generally, how do programs use alumni for recruitment purposes? Do the responses seem to indicate the presence of formal processes to use alumni, or just an unarticulated agreement with alumni?

Is there any suggestion that these types of recruitment strategies affect the program's candidate pool?

How do programs link up with undergraduate programs, generally, in terms of recruitment?

Briefly describe a typical way in which a program seeks to work with an undergraduate teaching program.

Are there efforts to recruit from undergraduate programs at other universities?

How does the program's teaching faculty interact with the undergraduates? How frequently do faculty in the building level administrator program teach undergraduate teacher education classes?

How are programs attempting to increase student diversity through their recruitment? What are the typical ways, and what are some unique ways? Describe promising strategies. How do programs characterize their ability to attract diverse candidates? Is there evidence? Explain.

What other information does the data reveal that was not asked in the previous questions?

Please provide a summary of statewide themes or trends. Additionally, discuss what emerges in your analysis as particular program strengths and particular program limitations/challenges.

What might your analysis imply for Departments of Educational Leadership?

What might your analysis imply for state-level policy actions and actors?

XI. **Program faculty**

The purpose of this section is to learn more about the instructors in the building-level administrator preparation program. In a narrative format, describe the program's faculty. In the narrative, please provide specific answers to the following questions (base your responses on the time period between and including Fall Semester 2004 – Summer Semester 2005).

In this section, please summarize results in tables. You will be making some program specific statements, but primarily describing statewide composition of faculty.

Generally, after reading the descriptions of faculty across the state, describe the trends in program faculty. For example, are there more tenure track or non-tenure track faculty in building-level administrator programs in the state? Generally, are there more full-time or less than full-time faculty in programs? What are the most frequently occurring categories listed? The least frequent?

What percentage of programs have emeritus faculty? How many have teaching faculty? How many have clinical faculty? How many have visiting faculty? How many have adjunct faculty? Etc.

Approximately, what percentage of faculty are solely devoted to the building-level administrator program? For the faculty that are not solely devoted to the preparation of building-level administrators, what else are they assigned to do (list and give percentages)?

What are some of the things that stand out to you after reviewing the demographic data on faculty? What percentage generally of women and men? In total, what is the percentage of minority faculty?

Please describe differences in the demographic (gender) data between full-time and less than full-time faculty? Are there differences between tenure track and non-tenure track faculty? Are women more likely to fall in one category of faculty? Which category are they least likely to fall in? Are there differences?

Are large percentages of women and minority faculty clustered in certain universities, or are they evenly distributed across programs?

Which group of faculty is responsible for teaching the greatest percentage of courses in the program?

What is the total percentage of courses taught by lecturers or instructors? What is the total percentage of courses taught by adjunct faculty?

What trends about the percentage of courses taught by various groups is surprising? Can you identify? Are there any surprises? Explain.

Analysis: What implications do the above numbers have for instruction at the building-level administrator level in Indiana?

Generally, what percentage of full-time faculty have K-12 administrative experience? Which categories of administrative experience are most represented? Does this vary across programs? Explain patterns.

What is the typical course load for full-time faculty in building-level administrator programs? What is the range?

In total, what percentage of faculty teach in other areas? Of this percentage, how many are teaching only in a district-level administrator program? Of the percentage of faculty teaching in other areas, how many are teaching only in the undergraduate teaching program or doctoral program? What is the total percentage that are teaching in areas besides district-level administrators and undergraduate teachers?

In the tables in question XI-G, do the course loads vary for different levels of instructors? What trends emerge about the course loads for the different categories? What might explain those trends?

Generally, does it appear that oversight of field-based experiences are spread throughout the faculty, or does a single individual or couple of individuals review all of the field-based experiences? Does supervision of field-based experiences count as any other course, or is there a special categorization for supervision of field-based experiences? Does it appear that a candidate's advisor serves as the field-based experience supervisor? Describe general trends and any significant variation.

What is interesting about the highest degree completed for the faculty? What is the percentage of each? How does the number of faculty with Ed.D.s and Ed.S.s compare to faculty with Ph.D.s? How do they compare statewide? How do they compare across types of programs?

Identify trends in the difference in degrees between full-time faculty and part-time faculty? Please describe.

Are the number of non-doctorate faculty evenly spread across programs, or are they bunched into a few programs?

Describe the information contained in the responses to question XI-J. What stands out?

Are certain types of courses consistently taught by a particular groups of faculty? What courses are taught most often by part-time faculty, for instance?

Generally, describe the scholarly activity taking place across programs.

How many total academic peer-reviewed publications have emerged during the past two years by Indiana building-level administrator faculty? How does that compare to the total number of faculty members? How are peer-reviewed activity bunched in certain programs, or evenly spread across programs?

Generally, what constitutes "other scholarly work/production" for various programs?

How many programs have faculty that have secured grants? Percentage of faculty? Generally, describe the type and range of grants the faculty have secured? What evidence is there that building level administrative programs are affected by grants?

How many programs listed faculty leadership in professional organizations? Generally, describe which organizations were primarily listed? Do the organizations seem national, regional, local? Is the leadership evenly distributed across programs, or found only in a few?

How do such leadership roles affect the building-level administrator program?

How do the specialties listed compare to the Rules 2002 standards for building-level administrators?

What is the total, average number of years of university experience for faculty in building level administrator programs in Indiana? How does the number of years experience break down in terms of programs? Are programs with many faculty more likely to have higher or lower levels of experience?

Generally, what information surprised you the most in terms of program faculty? What surprised you the least?

What other information does the data reveal that was not asked in the previous questions?

Please provide a summary of statewide themes or trends. Additionally, discuss what emerges in your analysis as particular program strengths and particular program limitations/challenges.

What might your analysis imply for Departments of Educational Leadership?

What might your analysis imply for state-level policy actions and actors?

XII. Program strengths and/or limitations

The purpose of this section is to provide programs a space to articulate strengths and limitations. In your narrative response, indicate your perceived program strengths and limitations and information about how the strength or the limitation came about. (Suggested response = 1 page).

What are the most common strengths in the programs? Describe multiple strengths.

Describe some of the unique strengths of particular programs. How did these strengths come about? Are these strengths something that could be replicated across multiple programs?

What are the most common limitations in the programs? Describe multiple limitations listed for most programs?

Do the limitations appear to be correctable issues for programs internally, or are they typically the result of a more structural issue that is not easily corrected? Please explain.

What other information does the data reveal that was not asked in the previous questions?

Please provide a summary of statewide themes or trends. Additionally, discuss what emerges in your analysis as particular program strengths and particular program limitations/challenges.

What might your analysis imply for Departments of Educational Leadership?

What might your analysis imply for state-level policy actions and actors?

XIII. Other distinctive program elements or important program information

The purpose of this section is to provide programs space to articulate any other program elements which were not brought out in the preceding sections and to provide any other program information deemed relevant and important. In a narrative format, include any other relevant information about your program that was not captured in the proceeding twelve topical areas. Be sure to include distinctive program elements or other unique program information. (Suggested response = 1 page).

Describe distinctive program efforts across the state. Of the distinctive program elements, what 5 were the most distinctive? What about these 5 makes them so distinctive? Could such program elements be adopted by other programs?

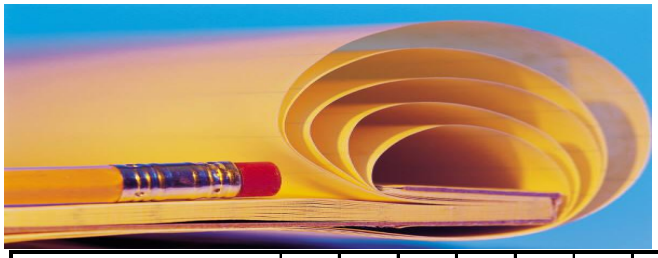
What major themes did the distinctive program elements revolve around (i.e. technology, faculty, faith-based approaches)?

What other information does the data reveal that was not asked in the previous questions?

Please provide a summary of statewide themes or trends. Additionally, discuss what emerges in your analysis as particular program strengths and particular program limitations/challenges.

What might your analysis imply for Departments of Educational Leadership?

What might your analysis imply for state-level policy actions and actors?



Appendix E: Institutional Placement Information

	Ball State U.	Butler U.	Indiana U.	Indiana St. U.	Indiana U. - Northwest	IU-PU-Fort Wayne	IU-PU-Indianapolis	Indiana U. - South Bend	Indiana U. - Southeast	Indiana Wesleyan U.	Oakland City U.	Purdue U.	Purdue U. - Calumet	Others	Total
White															
Elementary School Asst. or Vice Principal	23	18	13	3	0	5	4	5	5	15	3	4	4	2	104
Elementary School Principal	48	18	25	28	7	18	15	17	9	16	7	14	8	3	233
Elementary/Middle School Principal	0	0	1	2	0	1	0	0	0	2	0	0	0	0	6
High School Asst. or Vice Principal	36	11	13	26	6	24	9	8	7	21	8	11	4	4	188
High School or Combined Principal	14	5	2	19	1	12	2	3	6	3	3	3	0	1	74
Jr. High/Middle Sch. Asst. or Vice Principal	21	12	14	16	5	27	7	7	11	15	10	6	5	4	160
Junior High/Middle School Principal	12	6	7	12	4	3	3	2	2	5	2	4	0	0	62
TOTAL PLACED	154	70	75	106	23	90	40	42	40	77	33	42	21	14	827
TOTAL UNPLACED	97	51	50	66	14	46	45	21	45	58	58	24	13	8	596
TOTAL MEN INITIAL LICENSURES	251	121	125	172	37	136	85	63	85	135	91	66	34	22	1423
% MALE PLACED IN ADMIN. POSITIONS	61%	58%	60%	62%	62%	66%	47%	67%	47%	57%	36%	64%	62%	64%	58%
Principal	74	29	35	61	12	34	20	22	17	26	12	21	8	4	375
Assistant or Vice Principal	80	41	40	45	11	56	20	20	23	51	21	21	13	10	452
African American															
Elementary School Asst. or Vice Principal	0	2	3	0	1	1	1	0	0	5	0	0	0	0	13
Elementary School Principal	2	3	2	1	3	0	2	2	0	2	0	1	0	0	18
Elementary/Middle School Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High School Asst. or Vice Principal	1	2	0	2	1	1	0	0	0	1	0	0	0	0	8
High School or Combined Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jr. High/Middle Sch. Asst. or Vice Principal	0	4	0	1	0	1	3	2	0	2	0	0	1	0	14
Junior High/Middle School Principal	1	0	0	0	1	1	0	2	0	0	0	0	0	0	5
TOTAL PLACED	4	11	5	4	6	4	6	6	0	10	0	1	1	0	58
TOTAL UNPLACED	5	5	3	4	11	5	6	4	0	8	3	3	5	1	63
TOTAL AFRICAN AM. INITIAL LICENSURES	9	16	8	8	17	9	12	10	0	18	3	4	6	1	121
% AFRICAN AM. PLACED IN ADMIN. POSITIONS	44%	69%	63%	50%	35%	44%	50%	60%	0%	56%	0%	25%	17%	0%	48%
Principal	3	3	2	1	4	1	2	4	0	2	0	1	0	0	23
Assistant or Vice Principal	1	8	3	3	2	3	4	2	0	8	0	0	1	0	35

	Ball State U.	Butler U.	Indiana U.	Indiana St. U.	Indiana U. - Northwest	IU-PU-Fort Wayne	IU-PU-Indianapolis	Indiana U. - South Bend	Indiana U. - Southeast	Indiana Wesleyan U.	Oakland City U.	Purdue U.	Purdue U. - Calumet	Others	Total
Latino/a															
Elementary School Asst. or Vice Principal	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Elementary School Principal	0	1	0	0	0	0	0	1	1	0	0	0	0	0	3
Elementary/Middle School Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High School Asst. or Vice Principal	0	0	0	0	1	0	0	0	0	1	0	1	0	0	3
High School or Combined Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jr. High/Middle Sch. Asst. or Vice Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Junior High/Middle School Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL PLACED	0	1	0	0	1	0	1	1	1	1	0	1	0	0	7
TOTAL UNPLACED	0	0	1	0	1	0	0	0	0	0	0	2	2	0	6
TOTAL LATINO/A INITIAL LICENSURES	0	1	1	0	2	0	1	1	1	1	0	3	2	0	13
% LATINO/A PLACED IN ADMIN. POSITIONS	0%	100%	0%	0%	50%	0%	100%	100%	100%	100%	0%	33%	0%	0%	54%
Principal	0	1	0	0	0	0	0	1	1	0	0	0	0	0	3
Assistant or Vice Principal	0	0	0	0	1	0	1	0	0	1	0	1	0	0	4
Indian															
Elementary School Asst. or Vice Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Elementary School Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Elementary/Middle School Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High School Asst. or Vice Principal	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
High School or Combined Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jr. High/Middle Sch. Asst. or Vice Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Junior High/Middle School Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL PLACED	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
TOTAL UNPLACED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL INDIAN INITIAL LICENSURES	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
% INDIAN PLACED IN ADMIN. POSITIONS	100%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%
Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Assistant or Vice Principal	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1

	Ball State U.	Butler U.	Indiana U.	Indiana St. U.	Indiana U. - Northwest	IU-PU-Fort Wayne	IU-PU-Indianapolis	Indiana U. - South Bend	Indiana U. - Southeast	Indiana Wesleyan U.	Oakland City U.	Purdue U.	Purdue U. - Calumet	Others	Total
Multi-Racial															
Elementary School Asst. or Vice Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Elementary School Principal	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Elementary/Middle School Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High School Asst. or Vice Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
High School or Combined Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jr. High/Middle Sch. Asst. or Vice Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Junior High/Middle School Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL PLACED	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
TOTAL UNPLACED	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL MULTI-RACIAL INITIAL LICENSURES	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
% MULTI-RACIAL PLACED IN ADMIN. POSITIONS	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	100%	0%	0%	100%
Principal	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
Assistant or Vice Principal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Appendix F: Distribution of Faculty

Distribution of Faculty by Position and Time Commitment for Building-Level Administrator Programs in Indiana

	Tenure Track (Full-Time)			Non-Tenure Track (Full-Time)			Part-Time		Split-Time		
	Full	Associate	Assistant	Clinical	Visiting	Other	Adjunct	Clinical	Tenure-Track	Non-Tenure Track	TOTAL
Program 1		1					2				3
Program 2		1	1				6			10	18
Program 3	2		1	2			4				9
Program 4		1	1				5				7
Program 5	1		1	1			4		2		9
Program 6	1	1	1				6				9
Program 7	2	3	2	3	1		19		1		31
Program 8						3				7	10
Program 9				2	1	1	4	1		5	14
Program 10	2	3		1							6
Program 11	1						2				3
Program 12		1				2	1				4
Program 13									2		2
Program 14		3		1			6				10
Program 15	1			1			2				4
Program 16	2			2			4				8
Program 17				2		1	14				17
TOTAL	12	14	7	15	2	7	79	1	5	22	164